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ABSTRACT

Intended for use by reading researchers and specialists, this booklet provides details on research studies conducted in Hungary from 1968 to 1977. The 19 studies cover a variety of topics ranging from reading habits and motivation among selected groups of workers, young people, intellectuals, and teachers, to the use, role, and influence of libraries. The booklet also contains descriptions of specific experiments performed in Hungary, such as reading camps for socially handicapped children. Each research survey includes the author's name, the method and scope of the investigation, a list of main subject matters, a bibliography, and a substantial summary of the conclusions reached. (FL)

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IN THE CENTRE FOR LIBRARY SCIENCE AND METHODOLOGY

1968-1977

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SUMMARIES IN FOREIGN YOURNALS ABOUT READING RESEARCHES IN HUNGARY AND IN CENTRE FOR LIBRARY SCIENCE AND METHODOLOGY

KAMARÁS István

Reading Habits Research in Hungary. = Reading in a Changing World, München, 1976. Verlag Dok.

KAMARÁS István

Reading Research in Hungary 1962-1972. = Research in Librarian Ship, 1974. 27.

GEREBEN Ferenc - KAMARÁS István

Badania nad ksiazka i czytelnictwem na Vegrzech. (Research of Reading and Book in Hungary.) = Ksiegarz, 1970. 3.

THE WORKERS AND THE READING

Research coordinator:	KAMARÁS István
Date of surveying:	1968
End of research:	1969
Method:	interviews with questionnaires
Scope of the investigated:	a sample of 2,600 persons representing the Hungarian workers
Subject-matter:	habits in reading books and newspapers; the prestige of reading, motives and purposes of reading; current readings, greatest experience, the extent of attraction to and reading of certain works, the impact of 5 novels, the level of literary taste.

Publications:

KAMARÁS István: A munkások és az olvasás. /The workers and reading./ Budapest. 1969. NPI. 201 p.

KAMARÁS István - NAGY Attila: A munkásfiatalok és az olvasás. /The working youth and reading./ = Kortárs. 1971. No. 1. pp. 124-232.

KAMARÁS István: Vengerskiye rabochiye i chteniye. = Bibliotekovedenie i bibliografia za rubezhom. 37. Moscow 1971. 22-33. p.

KAMARÁS István: A munkásolvasók irodalmi ízlése közelebbről./A close view of the literary taste of reading workers./ = Társadalmi Szemle. 1973. No. 8-9. pp. 115-121.

The centre for Library Science and Methodology, Budapest, carried out in autumn, 1968, a representative investigation among Hungarian workers. The proportion of readers, the frequency of book reading, the level of demands and their fulfilment have been investigated. 75 per cent of the questioned 2610 workers consider themselves as constant and 20 per cent as passing readers of newspapers. Here we cannot discover great differences among the workers of different age, sex, qualifications and educational level. - We measured the reading frequency of certain kinds of articles, columns. The interest in cultural themes is greater among women while men read more scientific articles. Characteristic of women's interests are book reviews and fiction, of men the reading of illustrated novels. Increasing the educational level the reading of almost all kinds of newspaper articles increases.

85 per cent of the workers read at least from time to time weekly papers. 10 per cent of the questioned workers read popular technical and scientific periodicals, 3 per cent literary and art periodicals, and 7 per cent social science periodicals. More women read literary and art periodicals but all other periodicals are read in great proportion by men.

Within one year from the date of interviewing, 70 per cent of the questioned workers read at least one book. The difference between the reading of men and women workers is not considerable. Women with the same educational level proved to be more regular readers. Between the most intensively reading groups the young people /20-24 years/ are the most regular readers. - An important factor of reading is the place of residence. Workers continuing their education are reading more and with greater frequency than the others. 55 per cent of non-readers give as pretext the lack of time. The 19 per cent who admit not to be interested in reading are largely men. Almost in every factory where the interviews were made, there is at least a trade union branch library which most of the workers use. Reading is not too often subject of conversations, only 14 per cent discusses the books with the librarian. 25 per cent of the reading workers are library members which is a rather low proportion. It is to be feared that the library as the highest source for information will lose its importance and hinder the

development.

The selection of books is deliberate on external influence /mass communication/ or without particular motives. 76 per cent of the reading workers require books which are raising moral problems or suited to get them better acquainted with human nature. Reading workers prefer to read fiction and light readings and only 27 per cent reads popular and technical works. The proportion of demand for fiction of value and popular literature increases with school education.

The investigations dealt further on with authors, works, literary genres of recently read books. Literary taste, lasting reading experiences of the workers were evaluated.

The publication covers a great number of statistical data.

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INTELLECTUALS, READING AND LIBRARIES

Research coordiantor:	KAMARÁS István
Contributing researcher:	POLÓNYI Péter (Central Public Library of Budapest)
Beginning of research:	1969
End of research:	1970
Method:	interviews with questionnaires
Place of investigation:	2 larger towns, 2 smaller towns, 6 large villages, 17 small villages
Scope of the investigated:	4 samples of 300 each, representing the intellectuals living outside the capital
Subject-matter:	Leisure-time activities, reading habits, habits in library use /the ratio of library members, simultaneous use of several libraries, motives of joining the library, dropping out, opinions and demands in connection with libraries/, reading structure, newspaper reading, literary taste; the functions of the library as an institution to borrow books, to gain information and as a catalyzer; comparison of the habits of library users and non-users

Publication :

KAMARÁS István - POLÓNYI Péter
Értelmiség, olvasás, könyvtár. (Intellectuals, reading and libraries.) Bp. 1970. NPI. 88+24 p.

The Reading Survey Department of the Centre for Library Science and Methodology, Budapest, set the aim to demonstrate the relation of country intellectuals to reading and library. In the centre of this work we put the analysis of relationship between intellectuals and libraries. /1/ The material of the examination offered most of all the suitable subject for the study of intellectuals' situation in smaller settlements. Consequently, the survey of relation with libraries was mainly restricted to public libraries.

The two possible aspects during the investigation of relationship set twofold tasks: /1/ to reveal the requirements of intellectuals towards the libraries, and /2/ to reveal the functions which libraries of different types perform in the world of intellectuals. The study presents the activity of libraries in three fields: /a/ as working places for loan; /b/ as information basis; /c/ as catalyzer of education. We consider the third function as a surplus of socialist libraries which could raise these institutions from the "service" level to a "laboratory", a pedagogical scene.

The investigation furnished useful information 1. on the reading culture /construction of reading, intensity of reading, level of taste/ of country intellectuals who belong to tge most educated social strata and at the same time register particularly the disadvantages of circumstances; 2. an opportunity presents itself to study the library activities in the light of the highest demands; 3. finally, investigating the role of catalyzer, it could

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/1/
Information gained by interviews prepared in January 1970 by questionnaires supplied in the first place the basis of data for the survey. The investigated 1,200 persons, taken from various samples but not country-wide representative consisted of four formal composed partial samples of 300 persons each and set up from 17 villages with less than 5,000 inhabitants, 6 large villages with inhabitants from 5,000 to 10,000, 2 smaller cities with 30,000 inhabitants, and 2 larger cities with 100,000 inhabitants. Within the partial samples on the basis of sampling, taking into consideration the division according to profession, the interviewees were selected from the directories at random.

be disclosed what the library membership means and what is its influence on the basis of which the evaluation of the social role of libraries could be more realistic.

It seems, we succeded to verify the assumption according to which the relation to the library is one of the objective characteristics of social value of reading culture. The results of the investigation proved that among library members the level of reading culture and "attitude of value" is higher than among those who had or have no relations to the library. It is clear that this is not only the consequence but also the reason for library membership; in its interrelation the role of the library is not prevailing but its positive effect produced on reading is ensured. Important social interests are tied up with its extension.

The study points out that library membership, as a category, keeps carrying various meanings. The meaning of the relation, its accomplishment or interruption are created, in the field of fundamental social determinations, by the interrelation of subjective and objective aptitudes, demands and experiences. The role of this factor is reflected in the development of membership and readers number too, both of them qualified as characteristics of social importance. The mechanism of their interrelation consists of two processes, it appears in the dialectics of the enrolment and the dropping out. In the enrolments the primary aspects are the demands characteristic of the reader /social strata/, in dropping out rather the experience gained in the library and characteristic of them play an important role too. /The fact that both the enrolment and dropping out are the highest among intellectuals, made the investigation in the selected means of the role of above factors, its relation particularly interesting./

Hereinafter we shall bring out of 3 chapters of the study a few interesting and with factual information supported connections illustrating the foregoing.

I. Portrait of intellectual readers

The first chapter lays down that country intellectuals prefer to spend their leisure time on watching television and on reading. 76 respectively 75 per cent of the investigated readers prefer above acitvities as against the other 18 given ones. On the basis of association

measurementwe get an overall picture on the leisure time activities which attract or repel one another. Considering the popularity of reading, deviations are not notable but according to the degree of popularity the intellectual groups are more isolated from each other. Ranking the activities on 3 scales reading was put on the top by elementary school teachers /2,54/, the lowest classification was given by technical and agricultural intellectuals /1,89; 1,80/.

Measuring the family libraries, the most significant difference appears also according to professions. The greatest number of books /on the average 434 volumes/ are in the homes of secondary school teachers, the smallest number /194 volumes/ in the homes of agricultural intellectuals. The difference according to residence is considerable too: in larger cities the average number of volumes in family libraries is 335, in the villages 225. Family libraries increase their stock with about 16 volumes yearly.

The number of books read yearly amounts to 27. The age group of 20-25, the women, the secondary school teachers and intellectuals living in larger cities read slightly more than the average. Book-trade is the main resource for information on books /35 per cent/, but information received from friends, colleagues /20 per cent/ and the propaganda activities of mass media are significant too /15 per cent/. 73 per cent of the recently read 6 books was purchased or was their own property, 17 per cent was borrowed from the library and 10 per cent from friends.

41 per cent of the books read are fiction of value, 31 per cent pieces of reading, 14 per cent popular works, 11 per cent vocational books. 1,200 persons read 630 kinds of newspapers and periodicals, on the average one person read 7 different ones. 59 per cent read social-science, 41 per cent natural science and technical, 33 per cent literary and art periodicals.

68 per cent of the favourite books reflecting the literary taste are fiction of value and 21 per cent pieces of reading. 41 per cent of the fiction of value is modern, 37 per cent traditional classical and 22 per cent romantic books. The writers of the most favourite and never-to-be-forgotten books are: I. Shaw, Hemingway, Jókai, L. Tolstoy, Berkesi, Németh L., Dallos, Hugo, Passuth, Remarque, Th. Mann. Textbooks play the most important

part in the explicitly professional information. 69 per cent makes use of these when starting to solve a new task, 48 per cent consults orally, 25 per cent starts with literary citations and 22-22 per cent with bibliographies and catalogues.

The readers aspects, the information habits of individual groups of country intellectuals deviate of course more or less from those outlined above and exactly these differences represent one part of the research objectives. Summarizing the relating statements we can report that /1/ in respect of reading and information habits, the inhabitants of large villages and smaller cities approach the average level of country intellectuals; this is considerably overpassed by the city inhabitants. Those living in small villages are slightly behind the average. /2/ among different professions the secondary school teachers attain the highest level; elementary school teachers, physicians, jurists and economists are on the average level, the reading and information culture of agricultural and technical intellectuals are below the average. The picture in relation of reading and information of explicitly professional character is different, the agricultural and technical intellectuals stand behind the secondary school teachers, preceding slightly the average.

II. Library membership

The ratio of library membership demonstrates that in all settlement categories libraries have to face the interest to much the same extent and the demands of about 50-55 per cent of local intellectuals. More essential are the differences between people of different professions: 72 per cent of secondary school teachers, but only 29 per cent of physicians, are library members. Significant differences are discovered also among inhabitants with the same profession but living in different places. 72 per cent of library members are in the majority of cases members of libraries in their dwelling-places. Manifold membership is the most frequent among technical intellectuals, it is rarer among intellectuals in villages than among city intellectuals.

There is a close relation between the role and use of different libraries and the character of dwelling-places: the proportion of special library membership is

22-25 per cent in the villages and 54-73 per cent in cities. While the use of public libraries shows an opposite tendency.

We analysed the data of library membership not only as a means of the existing relationship but as results of a process too. The investigation of the antecedents of membership proved that readers' number - the proportion of library members within the single groups - is influenced not only by the readiness of enrolment but definitely by the extent of adherence /persistence/ to the library. The number of those who never were library members altogether is 12 per cent. /In this age group above 50 this ratio is 28 per cent and among younger people of 20-29 only 5 per cent/. The number of present library members is only 60 per cent of readers being previously enrolled in the library, which is to say that 40 per cent dropped out and for the time being is not member of any library. Physicians /68 per cent/, women /48 per cent/ and in general inhabitants of villages /45 per cent/drop out in greater proportion than the average does. The most persistent library members, mainly in cities, are the secondary school teachers and the eldest generation. The data of "a priori" abstaining from libraries have a characteristic value firstly on social groups, the latter /measure and development of dropping out/ offers fixed points to the rank of libraries too.

Investigating the measure of satisfaction towards libraries we observed that the ratio of "fully satisfied" library members, moving on in the direction of smaller libraries, decreases with a certain tendency. /Their proportion among users of learned and special libraries is 85 per cent, of county libraries 72 per cent, of village libraries 37 per cent and of trade union libraries 25 per cent/.

Answering the question which field of library services they would wish to improve the majority of readers /43 per cent of library members/ requested a wider collection of new books, withdrawal of old books. Nearly the same proportion /40 per cent/ urged the modernization of library equipment. An essential part /27 per cent/ asked for opportunities in reading on the premises, and 22 per cent wanted to develop the level of information services.

III. Investigating the three scopes of activities in libraries

Investigating the degree of relationship with the library we registrated first of all the reading habits, experiences in connection with borrowing. /First scope of activity/. The book selection proves an awareness and the purposefulness of reading which is greater than the average among intellectuals. 74 per cent of intellectual readers select their books according to a previously formed conception. Among those who knew what they wanted to borrow, 73 per cent received all the requested books. /The proportion of wholly satisfied readers in the special libraries is 79 per cent, in public libraries 71 per cent/. The proportion of those who did not find anything they wanted is 28 per cent among library members of small villages, 13 per cent in greater cities.

Investigating the degree of unsatisfied demands, we received data on 160 cases. According to these, 90 wprks of fiction and 70 popular scientific works were available. Among the 90 works of fiction, requested in vain, 59 were books of value and among the 70 popular scientific books, 43 were social science works. For 60 per cent of the reserved books, the waiting period was more than 1 month, 18 per cent was the proportion of books reserved over one year.

Investigating the second scope of activities, we registered the "direct" information demands and services apart from book loans. Putting the question whether they received the requested assistance from librarians, 40 per cent of intellectuals answered in the affirmative. The proportion of inhabitants requesting special assistance from the libraries, depending on settlement categories, is 30-40-43-47 per cent. In most cases bibliographies were required. Public libraries had to cope with 35 per cent of professional assistance which proves that according to the discerned scope of activities no sharp line should be drawn between the two library types. The received data indicate that our libraries must be prepared for increased information demands not only in connection with vocational problems, learning and extension training, but also with quiz programs of new type, hobbies and so on. The collective "great" opportunity for popular science must be provided and information on catalogues, reference library devalopad. Intellectuals in-

forming themselves independently with great awareness need also direct advices and assistance on the part of the librarians. 63 per cent of library members answered in the affirmative to the question whether they received the librarian's advice in connection with the selection of book materials. Both in cities and villages, 2 per cent of the inhabitants considered advising as needless, 88 per cent as useful, and 10 per cent as essential. We get to know of the expansion and characteristics of information demands by the 30 per cent of possibilities of periodical loans and by the statement of missed periodical types.

Finally, to get acquainted with the "catalyzer" function of libraries, we compared among intellectuals the characteristics of those who are or are not library members. This comparison proves that library members- in particular those with several memberships - require more and are better readers than those who are not library users. Their demands are on higher level, their value judgement are unerring and in general, the positive effect of their connection with the library can be seen in all the indices by which we characterized the reading culture of intellectuals in the first part of our research report /and summary/.

In the last supplement part of our study we report on the intensive "direct" survey in 15 /village and district/ libraries. With this investigation we wanted to find the answer to which extent and degree are filled our public libraries in the country, to meet the demands of intellectuals and in general of highly developed readers respectively; is there and could there be a relationship between the development of the number of readers /reticence and dropping out/ and the degree of development and working level of libraries. We could value the libraries first of all on the basis of their bookstock. We want to describe the investigation firstly as an experience of methodological importance trying to apply new standpoints /indices/. Their results, as already emphasized with the present publication, should be accepted with reservation.

In the survey of the bookstock, performed in a traditional way, the quantitative part of supply /volume/ /reader/ came to the front. Within the qualitative analysis we mostly got acquainted - in breaking down into

the usually applied formal categories - only with the division according to contents and the construction of stock. On the other hand, with the enforcement of functional aspects, we were interested in the quality of stock and its effect. We did not size up the stock quality considering the groups of books, formed according to their character, but on the basis of the existence and availability of certain works.

To probe the stock quality, we compiled a list containing 147 works. Librarians had to report how many copies of the listed works they had on stock and how many of them were available on the shelves at the time of investigation. The totalization of the data proves that 35 per cent of 20thcentury world literature, 50 per cent of modern Hungarian literature and 35 per cent of popular scientific works, figuring on the representative list for stock analysis, are available. In the district libraries these ratios are slightly better /according to work groups: 49 - 64 - 50/, but in the village libraries exceedingly small /22 - 33 - 17/.

Below the level of district libraries our librarians can meet the most developed readers' demands only fragmentarily and by chance. The reason for this is the unsatisfactory local supply. The working level /stage of development/ of libraries should not be considered only as a function of financial supply. The disproportions within the stock prove the inadequacy of acquisition which can be attributed to the concerning attitude. The librarians do not consider adequately the objective value of books and in many cases not even the demand for them. They interpret, with prejudice and superficially the social needs, our objectives for cultural policy, the purpose of our libraries and the readers' demands.

Our investigation seems to prove the supposed relationship between the development of the number of the readers and the quality of stock. In the libraries qualified as "good" 55 per cent of local intellectuals are library members while in libraries qualified as "mediocre" or "bad", the proportion of library members is 35 and 40 per cent respectively.

The readers' opinion by which they rank the libraries and the objective working indices justify each other; this conformity proves the reliability of intellectuals' collective value judgement and social validity.

INSTITUTIONS FOR ADULT EDUCATION IN THE CHIEF TOWNS OF THE DISTRICTS

Research coordinator:	NAGY Attila
Beginning and end of research:	1970-71
Date of investigation:	1970
Contributing institution:	Institute for People's Education
Contributing researcher:	KARSAI Károly /Institute for People's Education/
Method:	1970 interviews with questionnaires
Place of investigation:	Dombóvár, Encs, Törökszentmiklós /3 chief towns of districts/
Scope of the investigated:	A sample selected at random from the population and the attendenats of the institutions for adult education
Subject-matter:	The use of the basic institutions for adult education /libraries, community centres/ in the chief towns of the districts; the functions of greatest significance from the viewpoint of the users

Publications:

NAGY Attila
Közművelődési intézmények járási székhelyeken. /Institutions for adult education in the chief towns of the districts./ Budapest, 1972. NPI. 136 p.

NAGY Attila
Egymásra utalva. /Depending on each other./ = Népmüvelés, 1973. No. 7.

NAGY Attila
A kulturális fogyasztás különböző területeinek sejthető összefüggései. /Predictable connections between the various areas of culture consumption./ = A Magyar Tudományos Akadémia Nyelv- és Irodalomtudományok Osztályának Közleményei. 1973. No. 1.

In 1970, three investigations were conducted by questionnaires in three chief towns of districts /the first in a small town with 16,000, the second in another small town with 24,000, and the third in a village with 5,000 inhabitants/, to obtain data on the users' most important features in connection with district libraries and district community centres, as well as on their most frequent activities and reasons for absence.

The method of the investigation

The most important aspect in the selection of the investigated areas was that both basic institutions /the library and the community centre/ should operate i. e. function on a level and on terms that approach the country average.

The fundamental method of the investigation was by individual interviews on the basis of the formulated questionnaires. In addition, documents dealing with the work of both institutions were used /budgets, working plans etc./; individual conversations with several leaders of local bodies were conducted to get familiarized with the present state of the establishments, with their concerns and possibilities for further development.

First of all, the two strata of the sample taken by questionnaires were separated; one group represented the users of libraries and/or community centres and the other formed of those who do not make use of these institutions.

800 persons were selected at random from the groups of users and 1,000 from the group of non-users. Altogether, 1,800 persons over 14 years of age were interviewed.

In processing the results, two principles were followed. Almost all data were processed in detail, separately in respect of the three settlements, preparing studies which are dealing with each of them. Then some fundamental problems were examined.

The recently published volume includes the main results as well as the generalizing chapter of the data obtained in one of the investigated small towns /Encs/.

General characterization of the sample

50 per cent of the users of the community centre are younger than 24 and only 20 per cent of that age group appear as non-users.

Similarly, the users' financial situation and educational level is higher.

The most essential difference, however, is in the position occupied within the system of the division of labour. While secondary pupils, intellectuals, amounting to 50 per cent in the sample, are visitors of the library and/or community centre, only 13 per cent belong to the group that is avoiding these institutions. Among the "avoiders" relatively populous "collectives" are family members, retired persons, and agricultural manual workers.

Characteristic of users is the greater social activity in addition to their job, the more frequent continuation of studies at evening or correspondence courses.

The community centre

To the majority of questionees the most characteristic services of the District Community Centre were the organization of parties, dances, lectures and this is why its entertaining function became dominant.

Orally expressed requirements make it desirable to develop - to a higher degree than so far - services rendering assistance in instructional-educational, professional concerns /e.g. amateur circles, clubs, hobby circles, socialist brigades' forum etc./

The library

The most determinative element in library use is lending; visitors for reference reading, studying, looking into journals are relatively infrequent.

40-50 per cent of the questioned persons praised the librarian's work; in their opinion the institute, by transmitting culture, assists self-education and solving professional problems arising in working places.

The majority of proposals worth mentioning relates to the development of bookstock. Namely a wider choice is urged for selecting technical and popular scientific works, classics as well as modern fiction of value - with special regard to television adaptations.

Data are obtained, among others, from the interviewed persons concerning the most frequently listened to and watched and the most liked programmes of the radio and television, the most interesting film experiences, the best book of fiction, and the most memorable theatre performance.

The data used /in the fields of radio, television, film, fiction, theatre/ proved that in many instances persons visiting the community centre and the library are more capable of absorbing culture.

Users visiting only one of the cultural institutions are almost on the same taste level; those who avoid both institutions are definitely backward in taste and have lesser needs. Hence it follows that getting people use both institutions, the library and the community centre, seems to be the most attainable aim.

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THE EFFECT OF EDUCATION BASED ON LIBRARY USE

Research coordinator:	NAGY Attila
Beginning of research:	1970
End of research:	1975
Date of investigation:	repeatedly between 1970 and 1974
Method:	experiment, observation, tests, questionnaires
Place of investigation:	86 students of two forms of the JÓZSEF Attila grammar school of Budapest
Subject-matter:	a complex study of the methods and primarily of the effect of the instruction beyond textbooks based on the independent use od books and libraries.

Publications:

NAGY Attila
A könyvtárhasználatra épülő oktatás hatása. Beszámoló egy gimnáziumi kisérletről. /The influence of education based on library use. Progress report of an experiment in a grammar school./ Budapest, 1975. Akadémiai Kiadó. /in press/

KAMARÁS István - NAGY Attila
Könyvtári kisérletek. /Library experiments./ = Könyvtáros. 1973. No. 4.

NAGY Attila
A tanulás és az olvasás összefüggései egy olvasáspedagógiai kisérlet tükrében. /Connections between learning and reading in the light of a reading educational experiment./ = Könyvtáros. 1975. No. 6.

NAGY Attila
Gimnáziumi oktatás és könyvtárhasználat. /Secondary school education and library use./ = Magyar Pedagógia. 1976. No. 3.

During four school years between 1970-71 and 1973-74, the Centre for Library Science and Methodology conducted an experiment in a form of a secondary school in Budapest, in the course of which an educational strategy was elaborated. Contrary to the textbook-centred educational principle based on a single book, this strategy is oriented to book and library use, it emphasizes the openness of the system of knowledge, it seeks problems and tries to solve them independently, it regularly uses sources of information outside textbooks and thus effectively shapes the students' spontaneous needs and skills in acquiring knowledge. The study describes the applied principles, concrete methods, and the results of the experiment.

As is well known, education in Hungary is based on uniform curricula and textbooks, centrally adopted for different types of schools, forms, and subjects.

Obviously, the educational strategy based on single books, that teach, communicate and demonstrate in a traditional manner and want to ram the results of science into the students' heads, must be exceeded in order to attain our generally accepted educational aims.

It should be distinctly established that the multibook educational method we envisaged did not simply mean the extension of the textbook and the ampler illustration and detailing of the principles and facts found in them, which would have obviously merely overburdened the students.

Two basic methods were selected for the practical implementation of the multibook educational strategy. On the one hand, the pedagogues participating in the experiment regularly /approximately twice per subject a month/ looked for those details of the subject which could mostly be put in issue, required amendment and made possible the use of sources of information outside the textbook and in this connection with the Hungarian literature and grammar in the second, third and fourth school-years. In the course of the demonstration of these problems and the attempts at their solution, the students were urged to handle and follow the basic information media /manuals, encyclopedias, weeklies, journals, monographs, television and radio programs/ and finally to use them regularly and selectively.

The concrete methods

The interventions furthered two objectives:

- to transfer the technique of independent orientation;
- to expose unusual problems, to supplement the textbook, and to stress the open character of the system of knowledge, the continuous character of knowledge, and not its "final product" character, and to correct the textbooks.

With this end in view, we had recourse to the following manoeuvres:

1. First of all, we made the concerned pedagogues' strategy of transferring knowledge more open. It became obvious that the given questions could be solved on several levels, the textbook was not to be taken for gospel, moreover, sometimes it had to be corrected definitely and that it was often worthwhile using journals and technical books.

2. In addition to some traditional lessons aimed at presenting the library and teaching the use of library media, several lessons were held in library environment to implement the amendment of the textbooks more naturally and comprehensively. This is the workshop in which students may be effectively accustomed to self-education, brought up to be active, initiative personalities doing independent research work, individuals seeking knowledge and raising individual problems in the course of exploratory work.

3. We wanted to encourage the emergence of specifically developing individual interest profiles and the strengthening of maturing ideas of choice of career by instructing some students to do individual research work in connection with the given subject and also to give account of their results to their classmates.

4. In the case of more comprehensive, complex problems we had to organize teamwork to let the students tackle the tasks going beyond their individual energy by the rational division of labour, to let them practice cooperation and organization.

5. In some cases, we consciously selected "trash" as the object of aesthetical analysis in order to avoid the one-sided development of aesthetical sensitivity.

The results

The results of the four-year experiment were controlled doubly. The investigated parameters were in every case compared with earlier data /since they were measurements repeated yearly/, moreover the results of the experimental group were compared to the results of a parallel control class where traditional methods of instruction were used.

As a result of the experiment, we have succeeded in bringing about changes in quite a few fields.

1. In subjects instructed by experimental methods, the students got better marks.

2. As a result of the implementation of the multibook educational principle, the experimental class developed into a more mature community than the control group guided by traditional methods.

The increased scope of activity /individual research work, abstraction, illustration, the compilation of bibliographies, teamwork organization, search for faults in textbooks, the analysis of "trash" etc./ increased the pedagogues' field of evaluation in consequence of which the sociometric structure of the class became more democratic.

3. The regular use of journals, manuals and encyclopedias resulted in the transformation of the orientation habits of students. The ensemble of library media became one of the primary sources of our information, which also influenced the way of the performance of school exercises.

4. In general, the experimental group read more and better selected books than the control group in the course of the experiment. Their advantage was particularly striking in the case of the realists of the 19th and 20th centuries as well as non-fiction of higher quality which reflected a scientific way of thinking.

5. The reception of the works, the strategy of their evaluation have become more complex and dynamic in the experimental class by the end of the fourth year.

6. On the basis of the analysis of the papers written on Hungarian literature for the final examination, the way of thinking and the cognitive style of the experimental group were found to be more divergent, open and original.

PEDAGOGUES AND BELLES-LETTRES

Research coordinator:	TÁNCZOS Gábor
Date of surveying:	1970
End of research:	1972
Method:	sociological investigation with questionnaires and interviews.
Scope of the investigated:	1,400 pedagogues
place of the investigation:	400 schools in 10 counties
Subject-matter:	Analysis of the actual literary reading matter and literary experiences of the pedagogues.
Contributing instituion:	Institute of Sociology of the Hungarian Acaddmy of Sciences.

Publications:

TÁNCZOS Gábor
A pedagógusok és a szépirodalom. /Pedagogues and belles-lettres/. Budapest, 1972. NPI 78 p.

1. Introduction: The specific role of the teacher's culture and reading

This research report represents the reading sociological branch of the detailed sociological examination among teachers /Appencix I./ which proves with numerous data that, although in the last twenty five years a considerable process towards homogeneity took place among pedagogues teaching in the same types of school, compared to the conditions previous to World War II, we can speak about the homogenous society of teachers only considering the past, as most significant differences can be experienced in the life, in the conditions of work and in the culture of teachers' groups. Since the connection between culture and its description or interpretation is an essentially and commonly decided factor of all kinds of pedagogical activity, there is a point in examining the specific features of the culture of teachers, and in the course of this we may study the characteristics of their culture of reading from unified points of view /considering the differences as well/.

Teachers are different from other imparters of culture in so far as they are constantly present with their whole personality in the "endless" process of transmitting culture, which for them consists of school lessons, days, weeks and years. They personally have to represent the results of the whole human culture in any minute. They can do this through the screen of their own personality and first of all through the screen of their own culture even when having the most modern means of transmission. Therefore it is not an unjust intervention in the private life of teachers if we are trying to draw a picture of their cultural life and reading not only in the respect of self-education and their extension training, but also regarding the readings of their own amusements and cultural activities. It derives from the special, culture transmitting role of teachers that the borders between their professional and "private" spheres of culture are more relative than in other professional branches.

2. The refinement of different groups of teachers

Our questionnaire queried the examined teachers about how often they went to the cinema and to the theatre, how often they listened to concerts, how often they frequented museums and exhibitions, if they were members of a library, how many books they bought a year, which books they read in the previous months, which newspapers and magazines they read regularly, how many foreign languages they spoke or were learning. To evaluate these factors together, we created a s y n t h e t i c s a m p l e which allowed us to make comparisons. This sample counted the different kinds of cultural behaviour or attitude, expressed by the above factors, only according to quantity criteria. With this criterion excluding content elements /what they read, saw etc./, we classified the frequency of use, the number of papers read by d i f f e r e n t i a l n u m b e r s o f p o i n t s /scientific magazines received a higher number of points than popularizing ones, etc./ So the total of the points received forms the g e n e r a l c u l t u r a l s a m p l e of our examination.

The average points of the general cultural sample have shown the most characteristic differences within the groups of teachers formed according to the level of school and its regional situation:

Level of school	Budapest	Country-town	Village
Elementary School			
Junior Section	23	24	19
Day-time Home	24	20	22
Senior Section	30	26	23
Specialized Secondary School	29	29	25
Grammar School	36	30	25

The great difference between the average points of the junior section in villages and of a Budapest grammar school naturally comes from the very different objective possibilities of culture, but these differences have a certain impact on the subjective attitude of the individual.

Further on the research report reviews the general cultural sample also in other groupings. Higher qualifications always raise the average evaluated, and consequently, teachers of art get the advantage over those of science.

3. Leisure - cultural activities - reading

The questionnaire was completed with a time measuring form filled personally. Besides the time spent in professional duties and in the reproduction of physical life, leisure time and a part of it spent in cultural activities show the following numbers in the different groups /in hours and tenth of hours/

	Weekdays	Saturday	Sunday	Average day	Cultural activities /average day/
Elementary School					
Man	2,9	4,7	3,5	3,5	1,9
Woman	1,9	3,3	5,7	2,6	1,6
Secondary School					
Man	2,5	5,7	7,0	3,6	2,0
Woman	1,9	3,6	6,1	2,8	1,6

The quantity of the leisure time of teachers - contrary to the ideas formed about this profession- is not high, most of it is of Saturday and Sunday "origin" /like in other professional groups/. The share of time spent in cultural activities can be attributed first of all to two basic types of cultural pastime: reading and watching TV /average day, hour, tenth of hour/:

	Elementary School		Secondary School		Together	
	Man	Woman	Man	Woman	Man	Woman
Reading						
Reading	0,3	0,5	0,4	0,6	0,3	0,5
TV	1,1	0,8	1,1	0,7	1,1	0,8

In short, women, out of their leisure time which is considerably less than that of men, spend more in reading than men do. However in the case of women and to a greater extent in the case of men, watching TV takes the first place among the ways teachers spend their free time and it precedes reading literature for which the average time spent daily is 18-36 minutes.

Further on, the research report gives us data abput reading daily press and magazines, about reading different books of special subjects like methodology and pedagogy and /about reading reports on debates and about the knowledge of them/, about how much they read about debates, about visiting libraries and about the number of the teachers' own books.

4. Teachers' readings; books read lately; and favourite authors

Our questionnaire examination of general character - being not designed as reading sociological research - had only two questions closely referring to reading:

"Please name some of those authors who you like most /whose works you especially liked, or like to read."

"Please name some of those books /their authors and titles/ which you read in the previous months."

On the basis of the answers to these questions we had to restrict ourselves to strictly statistical-sociolpgical approach. In the following reading means fiction because the great majority of answers given to these questions referred to belles-lettres and only these could be taken into consideration. On the basis of the answers of sample groups destined for country representation, the research report displays the order of list readers of the readings of late /from now on current readings/, of their authors and of the favourite authors. Among the authors of current readings 6 writers reached a higher proportion of reference than 5 % in the total answers, and 4 of these authors represent the

level of bestseller /from now on bestseller means literature of less literary value/. The lists do not include all the readings of the readers, and if we consider separately the writers of valuable fiction with low reference, we may get a more favourable picture, despite of those who disqualify such a picture of the authors of illustratively significant current literature. The "star lists", regardless of all their one-sidedness, give information about a very important sociological fact: about popularity and fashion, and in the present case about the exceptionally popular Hungarian writers of current literature. /This type of Hungarian writers takes the two top places of the rank list of the authors of curren literature/. Naming the favourite writers is self-confession to a small extent, which nearly always revals come conservatism directed by old experiences and feelings. On the first place is the representative of 19th century Hungarian national romaticism, Mór Jókai, with 27 % or reference. Since an analysis based on style categories exposes the trend to drive back traditional romanticism, Jókai's taking the first place in the rank can be considered as the effect of past rather than as a motive deciding further developmen. The second place of the list of favourite writers and the third place of the list of the authors of current reading are taken by an important contemporary Hungarian novelist, dramatist and essay-writer, László Németh, whose works combine the literary methods of classical realism and modern psychological analysis. The third place in the "hierarchy" of favourite writers /the fourth among the authors of current readings/ is occupied by Hemingway. The list of the favourite writers is continued by previously mentioned contemporary Hungarian authors of bestseller literature, who are followed by great classical and modern authors /e.g. Lev Tolstoi and Thomas Mann/. The research report states with regret, that writers like Dostoievski, Sartre, Franz Kafka, Semprun and Bulgakov are represented by very small numbers of reference, which means, that they fall outside the circle of literary ideals and of the frequent readings of broad masses of teachers.

On the basis of data originated from grades of different schools, types of habitation, and different levels of general culture, the following part of the research

report analyzes which writers are characteristic of which groups of teachers.

5. Readings of teachers: directions of literary interest

With the help of the following categories, we tried to describe and interpret all the enumerated writers and readings asked about:

	Favourite writers %	Authors of readings of late, %
19th century romanticism and romanticism close to it, dominate in short ROMANTICISM	5,5	3
Classical realism dominates, in short REALISM	3,5	2
Bestseller dominates, in short BESTSELLER	8,5	24
Modern literature of value dominates, in short MODERN	19,0	22
ROMANTICISM and REALISM together	5,5	1
ROMANTICISM and BESTSELLER together	8,0	4
ROMANTICISM and MODERN together	7,0	3
REALISM and MODERN together	19,0	6
MODERN and BESTSELLER together	13,0	20
The eclectic mixture of more trends	10,0	3
The answer"I do not read"	0,5	5
Impossible to evaluate /e.g. does not read belles-lettres/	0,5	7
	100,0	100

Consequently, in the line of favourite writers those two categories are represented with strongest emphasis which express literary taste most of all, and which show connection with the artistic-literary development of the present: The category of modern valuable literature and the co-occurence of the categories of classical realism and modern valuable literature. On the other

hand, among the readings of current literature the highest proportion of references is reached by the dominating category of bestseller, which is followed by modern valuable literature. Though it is true that a basis for the finest literature is represented on the map of Hungarian teacher readers, it is justified to contend that the works of standard bestsellers exert influence over broad masses of teachers. Excluding the occurrence of mixed categories and comprising the groups of the mentioned authors and readings, a table is given below to illustrate the proportions of modern fiction and classical literature together in various groups.

Budapest Secondary School:	83,5 %
Country Town Secondary School:	77,0 %
Country Town Specialized Secondary School:	71,5 %
Village Secondary School:	71,5 %
Budapest Specialized Secondary School:	63,5 %
Budapest Elementary School Senior Section:	62,5 %
Country Town Elementary School Senior Section:	55,5 %
Whole Sample	54,3 %
Budapest Elementary School Junior Section	53,0 %
Village Elementary School Senior Section	52,5 %
Country Town Elementary Junior Section	45,5 %
Village Elementary School Junior Section	40,5 %

The above sequence of different teacher groups can be considered characteristic, because this is about the picture we gain when examining most different questions.

The sequence of the authors of traditional romanticism according to their popularity is nearly inverse to the previous one.

Village Elementary School Junior Section	23,0 %
Country Elementary School Junior Section	23,0 %
Village Elementary School Senior Section	17,5 %
Budapest Elementary School Senior Section	16,0 %
Whole Sample	15,8 %

Village Secondary School	12,0 %
Country Town Specialized Secondary School	11,5 %
Budapest Elementary School Senior Section	10,5 %
Country Elementary School Senior Section	10,0 %
Budapest Specialized Secondary School	9,0 %
Country Town Secondary School	5,0 %
Budapest Secondary School	4,0 %

Here we have clearly shown how traditional romantic literature is falling gradually into the background. The problem is, that its place is often taken by "modern" bestseller /readings of late/

Country Town Elementary School Senior Section	45,5 %
Budapest Elementary School Junior Section	45,0 %
Country Town Elementary School Junior Section	42,5 %
Village Elementary School Junior Section	42,0 %
Whole Sample	37,5 %

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HOW TO TEACH TO READ WORKERS WHO ATTEND LIBRARIES

Research coordinator: KAMARÁS István

Contributing researcher: NAGY Attila

Beginning and end of research: 1971

Method: theoretical-methodological study

Subject-matter: The social connections of libraries in workers' environment, individual forms of educating for reading, group forms of educating for reading.

Publication:

KAMARÁS István
Az olvasó munkásért. (For the reading workers.) Bp. 1971. NPI. 71 p.

The aim of this methodological guide is to render help to librarians serving reading workers. The author summarizes his practical experiences and offers a wide variety of the most effective methods and ideas.

The most important requirement is: the workers' library must be a good library capable of meeting the requirements of society. It should not adjust itself to unpretentious readers but inspire greater demands.

The first task is to make books available to non-regular readers. Mainly effective, large libraries are able to do it, but small libraries must not be closed either, they should be operated as branches of the large library. Presently, the propaganda of factory libraries is inadequate. A part of the workers are unaware of the existence, opening hours and services of the library. It would be proper to make every new worker acquainted with the library by means of visits, leaflets, posters, or guides. Publicity must be made for the library by maps, the factory newspaper, loudspeakers generally by any suitable media of information. The opinion and behaviour of managers and opinion leaders is of great momentum. Publicity activities and the recruitment of library users should not be directed primarily toward people having free time but towards active people, and it should be linked to individual or team hobbies and ambitions.

Libraries working in workers' hostels should adjust themselves to the special circumstances /more free time on weekdays, the occupants' striving after making the rooms more homely; the furniture of comfortable, club-like libraries should spread good taste, too, etc./. Utmost attention must be given to those workers who learn. In cooperation with the teacher, it must be realized that they should take advantage of the opportunity provided by the library for study.

The work of the library must rely on real communities and groups. From the threefold slogan of the socialist brigade movement /to work, learn and live in a socialist way/, study and education are ordinarily omitted. The evaluation of cultural pledges must be taken seriously. From the aspect of the assistance given to the brigade, the librarian must know whom the group consits of, who is the chargeman, and who are the opinion leaders. It is appropriate if the library gives the brigade concrete information

about its own possibilities. The assistance given by the librarian can be as follows: recommendation of stimulative possibilities for pledges, assistance in performing the pledges, participation in the evaluation of the contests. The library may publish a "Guide to pledges", a plan for reading or problems, reading lists, etc. In compiling these aids, it must be taken into consideration that people are more interested in themes and subjects than in the /unknown/ books themselves. Recommendation of books must firstly be adjusted to interest in, and concern for, human activities.

The other important area of library work is to develop an adequate bookstock. Workers must be given good books and it must be kept in mind that their needs are also differentiated. By combining value with popularity, four categories of books were established. In addition to valuable and popular books, not less valuable but not yet popular literature must be bought, reckoning with the development of the readers' taste. Most dilemmas are caused by popular fiction. In his considerations in this matter, the librarian must cooperate with both the sociologists and aestheticians. Popular fiction must be bought /because of mass needs/, but must not be popularized. Nor is it advisable to recommend it to the beginning reader /for in this way he will never read real literature/. Tales should be rather recommended /for they afford good reading and are of true value/. After tales other works of the authors who used to write tales /Tolstoy, Gorkiy, Saint-Exupéry/, may be recommended. The librarian can help in buying books, too, and this affords a golden opportunity for getting better acquainted with the real /or potential/ reader.

An important question of educating people for reading is the proper selection and order of reading material. The relationship between the contents and atmosphere of works may be utilized. On the basis of literary-sociological investigations, Ernő Gondos has prepared charts of "the degree of relationship" of 331 works. In themethodological quide one can find detailed examples about how to use the charts in recommending books.

The author lays stress upon the role of cultural groups and clubs working in the library in education for readi ng high standard literature and also for thinking and arguing. The gathering must take place in an atmosphere of books and reading but not in direct allusion to books. The special means of the library must be applied deliberately, but indirectly, gradually and subtly. It is important

that the library should serve as a forum, too: valuable and substantial culture and constructive politics are closely related. Groups of non-reading character must also be brought near to the library. The formation of a human-centered, dynamic and attractive life must be aimed at.

The author discusses the problems of cooperation with mass media, group reading, meetings of writers and readers, contests, and other programs in detail, starting from the principle that the library is not merely the scene of borrowing and basis of information, but also the special scene of meeting the book and education.

In the Appendix, Attila NAGY, psychologist, gives a theoretical basis for work with groups of readers in libraries, with special regard to groups at places of employment and to the problems of transforming the groups into communities.

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THE LITERARY TASTE OF THE READING WORKERS

Research coordinator:	KAMARÁS István
Date of investigation:	1971
End of research:	1971
Method:	test-reading, interviews with questionnaires
Place of investigation:	ten public libraries
Scope of the investigated:	189 manual workers attending libraries
Subject-matter:	A study of the reader's attitude and behavior based on the comprehension of 5 Hungarian short stories (Kosztolányi Édes Anna, Caligula Móricz Kis Samu Jóska Örkény How Long Does a Tree Live? Sánta Twenty Hours).

Publications:

KAMARÁS István

A munkásolvasók irodalmi ízlése. (The literary taste of the reading workers). = Szemináriumok a szovjet és a magyar könyvtárügy időszerű kérdéseiről. Bp. 1973. NPI, 128-156. p.

KAMARÁS István

Literaturnüj vkusz rabocsih - csitatelej bibliotek. (Literary taste of library members phisical workers.) = Bibliotekovedenie i bibliografia za rubezhom. 47. Moscow, 1973.

TEACHERS AND THE LIBRARY

Research coordinator:	KÁROLYI Ágnes National Pedagogical Library of Budapest
Contributing institution:	National Pedagogical Library of Budapest
Date of surveying:	1971
End of research:	1973
Method:	interviews with questionnaires
Scope of the investigated:	a sample of 1285 persons representing the Hungarian teachers
Subject-matter:	How teachers are supplied with books, periodicals and other informative means means, and how they use them; membership of libraries; habits in library use; researcher-teachers.

Publications:

KÁROLYI Ágnes
Pedagógusok - információ - könyvtár. (Teachers - Informations - Library). Bp. 1974. NPI. 97 p.

KÁROLYI Ágnes
Teachers and the library. = Reading research in the socialist countries. Bp. 1975. OSZK-KMK. 52-57 p.

The Centre for Library Science and Methodology and the National Pedagogical Library and Museum conducted a sociological investigation concerning the reading among teachers in the school-year 1971-1972. It involved teachers working in educational institutions of lower and middle grades. We worked with taking of samples representing country-wide ratio /about 1,300 teachers/, interviewing them in their homes. We took into account the results of former investigations among teachers.

Our central question was: to what extent were the teachers supplied in their work with books, periodicals and other informative means?

The investigation is concerned with the home book-collection and considers the facts that influence its quantity and characters. At present, 47 per cent of the teachers have 500 or more books at home. During the last 10 years home-libraries have increased intensely.

Then we studied the teachers' relation to the school library. What do they expect from it, with what purpose and to what extent do they use it? About 57 per cent of the consulted teachers works in schools having a considerable stock /over 1,500 volumes/. Primary school-teachers get less support from the school library than they need. The teachers have not yet seen clearly the role of the school library in education. The investigation proved documentarily that the developing of the school libraries cannot be postponed.

Data on the relation of teachers to other libraries: 49 per cent is a member of some library. We looked upon it as a process and asked them whether they have been members of any library formerly or not. We saw that dropping out of a library is a problem deserving attention. - Public libraries are generally important factors in supplying the teachers with handbooks; they are especially important sources for the teachers of elementary schools in the country.

The report deals in detail with the pedagogical information and the related demands. It surveys the former and present forms of information and points out that most of the teachers do not obtain adequate pedagogical information. The reading of pedagogical and professional papers is sufficient.

The second part of the report studies how teachers use the book sources during their preparation for the lessons, further education, scientific, artistic and other creative activity.

The report ends with summing up the lessons and the tasks.

AN INVESTIGATION CONCERNING THE IMPACT OF THE LIBRARY

Conductor of research:	NAGY Attila
Beginning of research:	1971
End of research:	1976
Date of investigation:	1972 and 1974
Contributing researcher:	HALÁSZ László Hungarian Academy of Sciences, Institute of Psychology
Method:	experiment, observation, repeated interviews with questionnaires, recorded interviews and interrogations
Place of investigation:	Szombathely, Veszprém (two middle-sized towns)
Scope of the investigated:	528 library users, 418 experimental persons selected at random
Subject-matter:	Does the regular use of a library modify the reading habits, the attitudes toward works of art and leisure-time activities, and the whole structure of taste?

Publications:

NAGY Attila
Hatásvizsgálat könyvtárban. 1. (An investigation concerning the impact of the library. 1.) Bp. 1974. NPI. 152 p.

NAGY Attila
Hatásvizsgálat könyvtárban. 2. (An investigation concerning the impact of the library. 2.) Bp. 1977. NPI. 124 p.

HALÁSZ László - NAGY Attila
The Impact of the Library.=International Library Review. (1977) 9, 485-490

NAGY Attila

A személyre szóló tájékoztatás az "A" tipusu közmüvelődési könyvtárban. (Information for individuals in the libraries of the type "A".) = Könyvtári Figyelő. 1974. 3. szám.

NAGY Attila

Mit tehet a könyvtár? (What can the library do?) = Könyvtáros. 1974. 4. szám.

NAGY Attila

Investigation of effectiveness in a library. Preliminary report of a longitudinal investigation. = Reading Research in the Socialist Countries. Budapest, 1975. 81-93. p.

Summary at half-time

The researches did previously proved doubtlessly that the use of the library implies a specific cultural surplus and great demands. But we know little about that specific role the library plays in the process of the origin and accumulation of the above-mentioned cultural superiority.

The library is only one factor of the effects reaching the people. It is very difficult to separate it. Besides, it is not a single, a momentary interference, but a lasting one. It is not only the effect what is complex, but also the changes cover a great region: the readers' claim, taste and scale of values.

To what a degree do the regular visits to the library increase the readers' activity to accumulate cultural values? Does the using of the library evoke visible, probable changes in the development of personality, in the structure of consumption cultural goods; if does, in what a degree?

These were our principal questions at the spring of 1972 we put to about 400 readers in two public libraries of type „A"; and at the same time, supplementing with demographic and sociological questions, we asked 200 non users of the libraries (on the basis of established questionnaries) about the characters of their cultural activities. After two years we called on the same persons and using the same questionnaries and methods of investigation we convinced upon the realization of the supposed (or perhaps the wanted) changes of different extent. We devoted our energy to collect different manifestations of the readers within exact and repeatable circumstances. According to this we tried the necessary complexity in setting up our researching team.

During the survey we have to face various problems: We have to ask the readers, what is their opinion, whether they spend properly their leisure-time; how do they spend it really with regard to cultural acitivites; a permanent follow-up (involving addition and controll): their opinion on literature, actual reading customs, types and categories of books, reading at home and in the library, valuation of poems performed in experimental situation and evaluation of paintings; traits of personality and relation to the culture. Our method is characterized by the evaluation expressed in actual choice, free justification, as well as application of double esteeming in some items to make evident the difference between „I should like so" and „it is so", and the sharp difference between the opinions of the invesigated person and that of the others.

We did our research-work in two very up-to-date public libraries in Veszprém and Szombathely (these are towns with population 40 000 and 70 000 respectively) and in their neighbourhood. We wanted to know the opinion of persons with different school qualifications but because of the choice of the region the educational level of our investigated persons was higher than the average level in Hungary. Thus these persons had at least primary school qualification.

This research report contains the most important results of our first survey. These are the following:

1. For all that the sex, age, educational level of the persons questioned in and outside the library are similar to each other, we find among the members of the library a greater activity „ab start". At the same time the persons among them, who behave more actively in social work, the responsibility for the others, these are more active in the library, too, they are more expeditious and they gather information by alone.

2. The members of the library say more resolutely their good or bad opinions about the possibilities of spending the leisure-time, the TV programs. They are inclined to increase the gap between „I" and „the others", during the evaluations. They know the special value of the possible forms of spending the leisure-time. If it has a great value, their opinion will be more favourable than that they attach to the others. If it has a lesser value, their opinion will be less favourable.

3. On holidays the regular readers spend more time with reading books, in the using of their leisure time they are very pretentious; they read more popular sciences, books of scientific value. On workdays – because of the lack of time – the difference is not observable. Naturally, we do not want to say, the library membership or the greater self-dependence in the library would be the reason and determinant of the greater cultural activity, attitude to problems beyond the narrow private world, the orientation to values. We only want to call attention to the fact, that these factors appearing tendentiously, show the important role of the library. The results strengthen the already known fact, that the members of the library regularly read, their literary taste is finer, they gladly buy books, have home libraries, in short, their cultural level is higher.

4. The regular visitors to the library can be well grouped. Although, the half of them borrows only fictions, a very great part of them reads only popular science. The number of this groups is greater than that of those, who borrow fiction and popular science as well. The more higher is the educational level, the less the number of those, reading only fiction. In these data the educational level can be considered as important factors in the development of libraries.

5. The members of the library acquire about 1/3 part of their readings from the library, more than one part of it from other sources. Among the borrowed works the valuable popular science are mostly requested, than the classical-realistic and light reading follow. Among the books acquired from other sources there are more light reading and less popular science. Among the readers of the light readings there is a tenseness between the demand and supply of they library. The readers outside the libraries read as much book as the borrowers from libraries but they acquire their books from other sources. The level of their readings remain below that of the members of libraries. Among the fictions the light reading plays a prominent role. But we found an interesting fact: the readers do not esteem them positively. They esteemed more positively the less popular classical-realistic and modern artistic works! It reveals a doubleness. In theory they are aware of the real scale of values, but in practice they want an immediate statisfaction. The lack of the hindering mechanism – on this educational level, too – endangers the experience of the aesthetic catharsis.

6. It refers to the lack of the awareness – reflexivity of the artistic pleasure, that the investigated persons often evaluate the books on the basis of subject elements, notwithstanding the structural traits.

7. Estimation of the poems and paintings, comparison with the opinions of experts show that the standards and properness of judgement depend on the educational level, especially in the case of the modern works. Our results deserving attention, supplement and complete the preceeding statements. There is a sharp dividing line between the persons with primary school qualification, pupils of vocational secondary school and vocational training and those, who have taken their final examination at the secondary school. The difference between the persons having secondary school qualification and

students of universities and colleges is not too great. Of course, it can be regarding as a critique of the higher education, but it shows clearly, that the educational level of the pupils of vocational secondary schools and vocational training remain below that of the grammar schools. It emphasizes that all Educational Reform and practice make a mistake that do not lay stress on the literary teaching and development of aesthetic sense. It can be shown by the numbers of weekly hours.

8. Studying the estimation of novels, poems and paintings by the subjects we found a strong tendency to evaluate different works from the same respect. We found that the structure of the judgement on the novels, poems and paintings are similar to each other. We found that the readers, who like the books of high literary value, they are thinking at the same way in evaluating the paintings and poems. That is, the artistic value and the trash cannot do without each other – at least in the case of the works of high artistic value that are full of problems. We have to apply this restriction, because we saw, that invaluable, childish, backward works can be found together with artistic works, the structure and pattern of which was known and usual, for all that the book or painting in question was unknown. It was enough, that the taste for trash deteriorate in their values and so accept them.

9. We succeeded in verifyng the relation between the level of cultural value-orientation and the attitude to the works, the artistic taste. If somebody opens to prejudices, turns away from the reality, if escapist it is probable, that he under – or overvalues works. Especially the works, not traditionally structured mean problems for him (he undervalues them) and sets high value on the uncomplicated, trashy, commonplace products. It is not surprising but reassuring, that in evaluation of artistic works the connection can be shown between the attitude and the educational level. It is reassuring, because it shows that the raising of the school qualification deepens the educational level, forms expansive, exquisite taste, increases the orientation to cultural values in social scales. Of course, it does not exclude, that difference between persons having similar educational level in this respect. From the point of view of public education it is the most important task to ensure the adequate circumstances. As in the education and in the establishment of its conditions we have much to do, we must not be anxious of having archieved a degree in the mental openness, in orientation to cultural values, beyond what we lay ourselves open to the individual natural endowments of the readers.

10. From methodological point of view we can take as result, that for the studying of artistic taste we have a scale of orientation to cultural value elaborated from the beginning in our country that satisfy the validative requirements of the scale of attitudes. The use of the dogmatism scale of Rokeach was equal to expectations. We have treat our experiences referring hereto – beside their heuristic rate – as a serious warning to introduction of the scale and its regular elaboration, examination of their validation, before it can be applied elsewhere.

11. The most important actual lesson of the interviews can be summarized in one negativum. For all that the questioned persons talked many very interesting things about the reading, of its formation, traits, but they did not speak about the role the library plays in their life. In many times, neither in the case of provoking questions. The interviews do not show that the library as popular educational institute, the librarian as a person dalling with adult education, have great effect on the life and mind of the readers.

Knowing the results, we can see more clearly, what did we do till now and why and what do we want to do and what can we wait in the second survey. Establishing the groups of the readers in and outside the libraries, which are effective during the survey – reckoning with the dropouts – and elaborating the experimental material and methods, we established the basis for the comparisons.

Though we did the half of our work, the real result of our survey can be seen from the comparison of the results of the second investigation in late spring of 1974. The data, what now are of minor importance, then will be very important indexes. They will show, what changed and what remained unchanged during the past two years.

Whether the period and effects between the two investigations are enough to evoke a change in the cultural activity? Will the difference be greater than we expected? Will be the gap greater between their undertaken cultural norms and the believed norms of the others? Will they spend more time with reading on holidays? Will the using of the library as a centre of popular science increase with the persons having higher educational level? Will the rate of the light reading change; will the contradiction lessen between the actual reading and the estimation? Will be the opinions deepen on the works especially the rejected books, accepted not favourably in taking into consideration the structural elements? Does the opinions of the investigated and experts come nearer in evaluating the poems and paintings? Will the incomprehension and aversion modify the valuable modern works? Will the taste-region reflecting the literary taste, be organized of the same values and unvalues? Will the orientation to cultural values change? Will the library's and librarian's emotional importance change?

These questions are concrete but naive. Can be so many changes supposed to take place in 2 years? In school circumstances it is a long time, but the effect of the library remains below that of the school. The librarian influences the readers not only during the borrowing but with his books. Naturally, we have to analyze the groups in and outside the libraries with different educational level to controll them in connection with each other.

We start from the fact, that we can reckon changes not global but partia., referring to one group or layer. We are prepared for the possibility that some of the indexes show no difference. For this reason, we tried to find all the region, where changes may occur,lest we omit any change. From the practical point of view of the popular education, it would be the easiest but also the most pessimistic situation, if we did not find any changes. It would mean, that the effect (familliar and working conditions, institutional education, TV programs, theatre, cinema, museum, reading, library) on the people during the period in question, were not enough to leave their marks on the literary and artistic taste. It would show, the taste as something that is constant. Maybe, 5 years later we can point out the marks of the effects, but in that case, we should have to see the marks of the later changes. Such a result or failure would not increase the self-confidence and responsibility of the librarians and the other workers of the popular education. With this it would be necessary for the research-workers to analyze the problem: what is the role of the library in shaping of its data.

As we have seen, the membership of a library means some surplus. The regular connection with the library expresses an increased, a higher cultural level. For example, such persons accept the changes more favourably (To avoid the misunderstandings: as in all of the similar studies, the mean values are valid in the statements. The indexes, characteristic for groups and layers are not to broken down to individuals.) But how can we judge, whether the differences were brought about by the library or the influence of these last two years. Furthermore, if we can finish our work successfully, from was the greatest out of the effects of the library?

If we treated each factor privately, the solution would be simple. With the help of partial correlation counting we would be capable of showing the role of each of the factors in the correlation. In this case, during the survey we have to controll all the possible factors with the investigated persons. The realization of this task would encounter different (ethical, organizational, economical) practical difficulties. At the same time, the authentic, scientific delimitation of the factors affecting the people in everyday life (i.e. to clear the content of the factors) theoretically is unsolved.

But it is not only that we have to turn to rough solutions. We wanted to study the influence of the group activity in the library, free from the individual influences. As in the libraries there were not any group, we tried to form such groups out of peoples outside the library, ensuring the program – about the themes in what the investigated persons were interested – and lectures. After 3 months we had to stop working. Similar cultural program may have influence there, where formerly groups were formed. We wanted to make clear the personal influence of the librarian (to separate it from the material effects of the library), therefore we organized two groups in each of the libraries. The members of the one group were exposed to the same effects as the others not taking part in the survey. The reader turns to the librarian, but he or she helps him not proposing a connection. With the other group the librarian plays a more active role. As a real popular educator, the companier to the reader, he talks with them about the use of the library, their readings. He tries to organize an intensive personal intercourse, in which he guides the cultural opinion of the readers. Apart from this, the difference between the two identical groups – what is the consequence of the different behaviour of the librarian – shows the relatively independent influence of the personality of the librarian. In spite of his striving it is to be feared, that, partly because of the characteristics of the course for librarian, partly because of the over-crowdedness of the modern libraries, the intervening of the librarians with the two groups is not to be well separated. Thus our results have influence on the courses for librarians and the division of labour in the reference department.

To increase the assurance and validity of the results in the preliminary – designing period of our research we dealt with the plan to extend our works to not well provided libraries, too. Doing so, we should have formed a true notion of the fact, how the diversity of the objective terms affect the possibilities, the role of the librarian. An idea presented itself, to organize a group to study the persons outside the libraries, to measure the influences of the libraries on them. Sorry, the available resources compelled us to disregard of the realization of these plans.

Of course, there is a basis for comparison to analyze and interpret; first of all to separate the members of the library from the persons outside the library. Furthermore, we can divide those, who were influenced by the factors of the learning at school and the biological maturity and those, who were not. It is apparent, that in the possible changes – with the latter group – the stress of the library is stronger. We can divide the persons visiting often to the library, the intensive library users from those, with whom the library is not in the centre of their interest.

With the help of the interviews, we can select those, in the life of whom – during the research period – occurred such changes, any sudden turn, the effect of which was more decisive than that of any artistic – cultural experience.

Although, we cannot give all satisfying, exact answer about the effect of the library, we can try to make well – established predictions and estimation. At the same time, we form a circumscribed notion of that what these last two years mean – on given conditions – from the point of view of the formation of the reading culture.

Our research work is a study of exploring character. The most important consequence of it (from methodological point of view) that it gives a more solid basis for the preparation for the later investigations, raising problems, hypothesis, as we have now.

Summary

It is proper to remind first, how we began the summary of the first half-time of the investigation. We know quite a lot about reading but less about the role of the library in it. This is not accidental. The library is a single factor among the multiple range of effects, difficult to separate. And the "intervention" is lengthy, not for once and temporary. More problematic is that not only the effect in itself is complex, but the potential field of change is large; the reader's pretensions, taste and value scale have plenty of interconnected points.

Notwithstanding, when we started the investigation in 1971, we resolved to separate the library from the complex range of effects. Therefore we composed groups simultaneously inside and outside the libraries; therefore we attached particular importance to the librarian, considering him an important factor, therefore we planned and realized the investigation in the course of two years - added to a semestral preliminary observation- with 400 persons who persisted to the end despite the foreseen dropping out. /Dropping out was almost the same in each group, it did not disturb the relation of the groups./ Considerable effort has been spent to recollect as many manifestations of the reading man as possible, under definable and reiterable circumstances. Thus we tried to reach the necessary complexity in our experimental means.

In addition to the permanent observation and registration of theloans and behaviour in the library through the 2 1/2 years' period, all the persons were tested twice in the same conditions and by the same methods with 2 years in between. /At the second test some minor additions took place/.

Important characteristics of the testing methods were as follows: comparison between opinion about and utilization of leisure time, special attention paid to cultural activities; successive, complementary and controlling follow-up of opinion about literature, of actual reading habits in a longer period, of lecture categories, of judgment on readings in library and at home as well as on poems passages in experimental situations and on the reproductions of paintings; observation of certain traits of personality. Characteristic of our methods were the judgments expressed by decisions, by choice, of a scale-degree or free solutions, as well as the presentation of alternate opinions in order to relieve the compliance to expectations, the distinction between "I would like so" and "It is so", to reflect the difference as sharply as possible between the image of My and the Others' opinion.

The investigation has been carried out in two particularly modern Hungarianlibraries and in their surroundings in Veszprém and Szombathely. Although we tried to have equal proportions from different school-degrees in the sample, due to the region, we chose the average level of education and qualification of the responders surpassed the national average, elementary school degree being the minimum requirement.

Having processed the results of the first investigation, which created a multilayer basis for comparisons, the essential point has been whether the interval and effects between the two investigations would suffice to bring about an appreciable change /progress/ in cultural activities? To set out in detail /and to refer to the basic situation/: the regular library user's greater cultural activities in comparison to the non users of identical sociological and demographic background would or would not increase? Will the gap between the cultural norms set for themselves and the norms presumed for the rest increase? Will they spend more time on works of higher value /at least on holidays/? Will they use more often the library in its capacity of a resource of basic information? Will the contradiction between light reading and its denuncation cease? Will the value range concerning poems and the reproduction of the experts and the experimentees approach? Will the degree of aversion and incomprehension of modern works of great value decrease? Will the average level of openness and cultural value-orientation show a favourable trend? Will the emotional significance of the library and the librarian change?

These questions involve a lot of naivety despite their respectable conreteness. Isn't it much to suppose that so many things could change in no more than two years? This space of time may not be short in school education, but the effect of the library, in view of the frequency, lags far behind the school.

True, the impact of the library is continuous by means of the borrowed books, it is not reduced to the moments of personal contact. In order to throw light on the librarian's personal influence /i. e. to separate it from the library's objective and less personality-bound effects/, we set up two groups in each library. For one of the experimental groups we assumed that the effects were the same as for other library members. If the reader turns to the librarian, the latter helps him in everything but does not initiate the contact. In the other group the librarian would play a more active role. Like a genuine people's educator, he would join the readers as their partner and explain them the use of the library and reading. He tries to establish intensive personal contacts with the readers and will play the role of opinion leader in matters of culture. Apart from the librarian's attitude the groups are identical, any deviation in favour of the more intensely influenced would support the independent effedt of the librarian. Despite our efforts it was feared - as

we noticed at half time - that partly on account of the method of the professional training of librarians, partly on account of the crowdedness of the modern libraries, the intervention of the librarians would not be sufficiently marked.

We had more than one reason to suppose that the differences would be partial only and not global, not valid for the whole pattern but for certain aspects of the groups only. We have also been prepared to find that some indices would not show any difference. Thus we tried to grasp the possible points of change with widespread hands, not to miss any factor that actually modified. In the possession of the findings of our second survey and analysing the indexppoints, we have found the following:

1/ In both groups inside and outside the library the educational level and the social activity determined by the frequency of the attachment to organizations showed an equal upward trend; housing conditions and the equipment of the households improved to an equally great extent; the number of persons pursuing some sports activities regularly as well as the hours spent on household activities increased, but unfortunately, the rate of persons having some kind of diseases also grew.

2/ A substantial part of the experimental library group as well as a considerable proportion of the other library group observed positive changes in the library during these two years, mostly in the growth of choice and the increasing politeness in service, though the actual range of choice had not been altered significantly. In the library the members of both groups, especially those in the experimental library group could gather information much better and more self-reliantly by the end of the survey; they used library facilities more independently than before, which had been the sign of training and familiarity. We can conclude that more frequent communication inside the library and informatory talks strengthen the reader's ability to get information, to search for and find it and they make the widening choice of the library more accessible and comprehensible.

3/ The changes in the full time budget taken on a Wednesday or Sunday emphasize the increasing cultural surplus input of the experimental library group, the higher increasing trend of this surplus, but the structure of these activities does not prove /does not disprove either/ that the use of leisure time and the reading activity within it would become more pretentious.

4/ Practically the judgment of leisure time activities as well as of specially accentuated TV program possibilities has shown maximal steadiness in two years, be it considered the opinion of the persons under survey of hobbies of other people, be it other standpoints. Therefore the proportions which characterized the members of the groups inside and outside the library during

the first investigation, the openness and closedness, the prestigious and less prestigious pretentious remained the same for the second investigation. This is all the more interesting, because in the /unvaried/ range of hobbies, in the /unvaried/ value range established concerning leisure activities and watching TV by themselves and by other people, we found significant differences between the groups.
The library groups prefer some socially more desirable pastimes compared with those outside the library, the more open-minded compared with the close-minded, the more pretentious than the less pretentious ones. The attachment of Me to the Others was greater among library users than outside; slightly more characteristic among the open-minded than the closed-minded ones and more remarkable among the more pretentious than the less pretentious ones. If we state with rightful severity that the replies given in the name of others approach more authentically the actual practice of the use of leisure time and televiewing, then even the intergroup differences lose somewhat from their significance as the groups vary less in this respect, i. e. when the socially desirable and its realization are considered, the above-mentioned deviations predominate by all means more distinctly than in the actual practice. To tell it in other words, the differences are greater when we consider social expectations and consciousness than in real life.

5/ The differences in the size of the library at home do not indicate that library membership and/or the influence exerted on the persons under survey would motivate the individuals to buy more books than those who are on the same cultural level but do not belong to any library. However, the analysis of the composition of the libraries at home reveals differences in quality in favour of the library users, concerning especially the 20th century classics and handbooks. Among library users the Sunday time-budget revealed no change in the proportion of light reading, although it could have been more easily expected and explicable than among those who never attend libraries where this change actually occurred. The other change, the increase in realistic light reading had no great momentum, being characteristic of all the three groups.

7/ Non fiction, sought earlier too, showed a further growth, but the increasing demand cannot be attributed by any means to the regular attendance of the library, as it is more characteristic of the group outside the library. Among the literary works the realistic-classic books and light reading continued to have priority; the fluctuations observed during these two years do not indicate unambiguous tendencies. As for the two prominent categories of novels, neither proportions, nor the judgment of them reflected any change. In all the three groups light reading materials are most popular and at the same time condemned most strictly. The somewhat less read classic and realistic books as

well as modern works of art are more highly appreciated. And the higher the person's qualification, the higher the distinction. All these reveal the existence of a double consciousness, satisfactorily proven by the repeated investigation. In principle, the responders are fully aware of the real value-order, but in practice they tend to get instant satisfaction and rewards. The lack of delaying mechanism in the personality causes that even this class of above average qualification is not pretentious enough.

8/ The judgment of passages of poems and reproductions indicate the trend that the lower the person's qualification, and/or the less he is characterized by the factors called forth by the regular use of library and/or the stronger his closed-mindedness or escapism are, the lower his demand for artistic values, the more frequently he overstates or understates artistic works. He has enormous difficulties when it is about confronting complicated works divergoing from the traditional structure /he tends to underestimate/, he has a special preference for simple, stereotype works /he tends to overestimate when he is aware of their banality/. All these characteristics, the difference between the groups, remained virtually unchanged even by the second survey.

9/ The indices of openness and cultural pretentions are basically the same in both investigations. On neither occasion was there any difference between the library and outside library groups. The increase of the level of school degree, openness and pretentiousness showed similar correlations on both occasions, although with a considerable number of the persons under survey the trends did not always have the same direction.

One cannot exclude the possibility that the indices, unchanged for two years, will change by the time of a third investigation, but we had not found any sign of its cause during the first two years. And one could also object that since these parameters are not significant, others ought to be sought. But why should means other than those based on everyday experience and the palpable signalling apparatus authenticated by the practice of scientific investigation be more effective? And even if we could find these other means, the facts would not be altered; no one of the multifold data above /indices/ showed that taste would be spoiled by attending a library. On the one hand, there were no differences between the data on the two library groups and on those outside the library either during the first or the second survey; on the other, the differences found between the libraries presented themselves similarly in the first survey as compared to the second one in two years' time.

Actually, summarizing the findings of our first survey, we pointed it out that the surplus in certain fields, incidental to library membership /as a tendency having exclusively standard statistical value/, or the stronger cultural commitment may not be explained by library membership. The common effects intensify-

ing cultural activity increase simultaneously the probability that this activity will manifest itself, among others, in the regular attendance of the library. That means that, as shown by the enclosed intensive interviews and indirectly, by the analysis of the life-plans, the decisive cultural influence has been exerted on the persons under survey before entering the library, and if the librarian's intellectual and emotional significance had any effect on the responders, it had worked in their childhood or adolescence. The important human contact can naturally be established in the later stages of life too - admittedly with less probability. But in spite of our above-mentioned effort we could not attribute the expected significance to it. Besides, the importance of the factors determining the use of the library is once again proved by the fact that the examined proportions of cultural surplus changed only in the free-time budget, and ambiguously even there.

In this contect, the changes in actual living conditions that took place independently but simultaneously with our investigation had special significance. One third of the persons under survey belonged to the 15-24 age group, another third to the 25-34 agre group. That means that two thirds of them enter "life" only now, or lay the basic foundations of their independent family life and working conditions. In each group, every fifth person's housing conditions improved, every fourth reported having spent more time on housework than earlier, every fourth mentioned that he or she engaged in sports more regularly, every fourth registrated the enrichment of his social relationships. Apart from the regrettable fact that every tenth person's physical fitness was detrimented, all the changes have been favourable ones. This does not mean that the influences are favourable in every respect too. We can imagine without further investigation the burden imposed by the construction or the simple "transfer" of a flat, the birth of one or more children, the growth of housework, for lack of a better expression: where the necessary energy /not only time, but also attitude/ can be drawn off. Also taking into consideration the other changes - including and giving them credit on the basis of the leisure-time budget, that time spent on cultural activities in a narrow sense increased with every sixth-seventh person - we have to state that the majority of the examined was influenced by effects, some of which worked differently from - if not opposed to! - the influence of the library. The moment of these effects is increased by the fact that they are bound more organically to everyday living conditions than to the attendance of the library.

We can really regret that the specific experimental surplus work of the librarians was neither systematic nor as effective as expedted. The effect is twofold. The negative result does not prove sufficiently that the library is unable to oppose the

above factors and influence advantageously the habits, expectations, demands and taste of the readers. It has only been revealed that this does not happen when those and not other effects influence the readers in the library that existed during the investigation and influenced them outside the library, that were characterized by some of the above-mentioned factors.

But this supplies indirect evidence that there is no point in expecting the surplus effect, demanded from the library, when no dialogue is begun between librarian and reader, and what is more - due to the librarian's efforts - between the readers themselves about books, art, and culture. But even the constant reciprocal effect in itself will not bring about the increase in demands, the construction of favourable, modified attitudes, it can terminate in the mutual confirmation of the present taste.

And so we bumped into the most striking result of our investigation. Notably: it has not only been revealed how many factors showed no lasting influence of two years of library use but also the extent to which the persons under survey remained consistent. The two statements do not presuppose each other. We could have been unable to prove the effect of the library because the changes had been confused or following opposite directions. It could have happened that some indices had undergone basically favourable changes and some others - not less significant - unfavourable changes. It also could have turned out that even identical indices and research methods might have shown favourable changes, just so many significant unfavourable ones.

On the contrary, the overwhelming majority of the numerous research data showed insignificant fluctuations only. The judgments, expectations, opinions, attachment, pretensions, habits revealed in 1972 through direct observation in a minor part and through the answers in a major part were in strict accordance with those registered in 1974. It means that a later stage can be forecast from a former one with great probability. It is beyond all doubt that the persons under survey could not have kept in memory the numerous questions and the even greater number /about one thousand/ of possible answers for two years, even if they had tried to do so. And because they did not even suspect that the same questions would have to be answered again in two years, the congruence of the results must have another cause.

Thus the basic problem is not why there is no favourable change but how is it possible that despite the most diverse /and only partially mentioned/ influences nearly all the persons preserved /were able to preserve/ for two years the same value range, attitude, and framework, that characterized them in their relation to culture. This directs the attention to the inertness of psychological transmissions, characteristics that are responsible for this relationship.

Mass communication research revealed that as obvious is the expansion - however mosaic like - of the knowledge attributable to the application of means, and as much can short-range changes

be demonstrated immediately following the reception of communication even in emotionally featured opinions, as problematic is any assertion about the long lasting, permanent changes that would influence the person's behaviour. The most radical reformer of leisure time activities, the television, reinforces those attitudes /demands, expectations, desires, taste of the viewers that they had had originally, rather than reforming, amending their established attitudes.

Apart from children's libraries /and their specific public/, the library as it appears in its present characteristic large-scale form functions most probably as a mediatory cultural institution that creates by means of library use some special attitudes, non-existent before, but also strengthens primarily the readers' previously existent attitudes concerning the culture of arts and that of mass entertainment. In other words, in some years' perspective, the individuals having a wide range of demands will be provided an opportunity by the library to make use of several of their attitudes and to sustain them.

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OUTLOOK

One of the critical issues of our experiment was to render the direct and personal librarian-reader relation more effective and more regular. Partial failure of our endeavours stresses even more that the library is in its every sphere an intermediary institution all over, included the attitude of its staff. Its objective structure transmits both "culture" and the librarian-reader relation. As long as readers will enter libraries with slightly undetermined, unsure or at least within certain limits changeable demands, the conscious formation of the inner space, the orientative arrangement of the furniture, the limelight for some works or groups - collection of books, periodicals, albums of fine arts, records, and tapes related to actual television and radio programs on the same shelf - will necessarily have an important role in the library.

An effective method to bring into the limelight and wake up interest could be the construction of the so-called "thematic shelves". In some sections, the traditional mechanical arrangement of works should casually be dissolved and thematic centres composed by grouping literary and instructional works, documents or perhaps related compositions of fine arts of a given topic.

Thousands of regular readers of the "A" type libraries overwhelm by their everyday presence, repeated demands and more or less accurate questions first of all the librarians charged with the readers' service. The latter are presently overburdened. In our view the modification of the actual norms of organization and division of library work must be considered - just to raise its effectiveness.

We urge not only the further division of working areas: the service of information should not be mixed up with the rearrangement of returned books, stamping, receipt, accounting at the counter; in order to improve the work of special and general consultants, we deem also desirable to create a more subtle system of selection and preferences.

Answers stimulating further intellectual activities can be expected only from people who are also skilled and feel at home in some professional areas beyond the general technique of library use. And this takes for granted that beyond the necessary professional acquirements a given scientific area will be continuously followed, or better, cultivated.

The regular application of research days or other preferences /working time, salary, moral appreciation and bonuses etc./ as well as the methodical selection of the proper persons should demonstrate that the two-shift working time, the constant move of the consultants - push-and-pull service between catalogues, open-access shelves and the information desk - and further the intellectual demends make this job not only tiring and spectacular but it is a charge of high priority.

We have to mention again the recurrent lessons gained during our research activity. Our libraries badly need consultants, as early and as high a number as possible, who are acquainted with the general rules of direct human communication and can adjust them to the reader's actual attitude, consultants, who are able to apply the various strategies of interpersonal communication.

Above all these and our confessed ambition of revealing the true circumstances, with what purpose have we done our meticulous, costly work on untrodden paths? The significant negative results, the report pointing out the ineffectiveness of the library - at least during the short period of two years under review - would or would not strengthen the already existing, disarmingly sceptic attitude.

We are sure that they would not. The results, the precise exposure of details create the basis for the more and more substantial indication of our tasks. The lesson to be drawn at first is not what is not altered - under the given circumstances - by the library work, but rather the fact that people in charge of libraries have the necessary curiosity and courage to get a more accurate image about some important features of their work, even at the price of deteriorating some illusions. Let it be a mild warning that it would not be without merit to carry out similar - and possibly more profound - longitudinal efficiency experiments in other areas of educational /and other/ affairs in order to get a more genuine knowledge of the situation.

First of all the illusions about the relatively quick and durable change of attitudes seem vulnerable. Past childhood, a significant reconstruction of taste needs hardly less than a decade, unless life circumstances have radically changed.

Considering that with adults the alteration of the aesthetic sense for values and cultural habits goes clumsily and slowly, it seems evident to strengthen prevention, to raise the standard of the aesthetic education of children, to develop extensively as well intensively the institutions serving the children's cultural education. The admission to nursery schools, the qualification of pedagogues, the standard of the lessons, the utilization of libraries in primary and secondary education must be enhanced.

It is to be feared that the suggestion will sink in the customary wording of "draft resolutions". Let us emphasize it. It would be extremely favourable to develop each area of public education with maximal investment and in equal proportion. Should it not be possible for any reason, the greatest risk involved is to miss to put to the centre of subjective and objective sources of energy, available for ensuring optimal material and personal conditions, the activity of the institutions serving the direction of aesthetic education of the age group between 3-18 /stressing that schools for skilled workers and specialized secondary students belong pre-eminently here/. This optimization would assign an indispensable role to the librarians and the library instrumentr - far above the present school libraries. Our suggestion above related to the preference of all the educational institutions for the age group 3-18, really takes sides with books and libraries for adults.

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FORMATION OF STOCKS - DEVELOPMENT OF TASTE

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Beginning of research:	1972
End of research:	1974
Method:	experiment, observation. Modification of the stock of literature by decreasing the share of the readings with low aesthetic value. Observation of the impact of this intervention on library users.
Subject-matter:	How the change in the composition of stock affects the behaviour of those favouring light reading.

Publications:

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Állományalakitás és izlésformálás egy községi könyvtárban. (Formation of stocks and development of taste in a village library.) Bp. 1975. OSZK-KMK. 27 p.

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In the village library of Jászárokszállás, the librarians conducted an experiment for three periods of six months each. /The population of the village is 10,000, out of whom 24 per cent attend the library./ During the first six months the loans of 200 readers selected at random were registered. During the next half-year works representing less aesthetical value /"lectures"/ were removed from the shelves and the registration of the loans was continued. In addition to the removal of "lectures", the number of readable but at the same time valuable works was increased, and these latter were easy to be offered to the readers. A list of these "intermediate" works was compiled and the librarians made preparations for the recommendation of these books. In the third half-year the lecture reading matter was returned to the shelves and the circulation was registered further on.

The number of the removed books was 499, 9 per cent of the fiction on the open-access shelves. The intermediate reading matter accounted to 517 works.

The radical removal of lectures was noted calmly by the reading clientele, the number of readers who interrupted reading or discontinued visits was unchanged compared to the previous period. Out of 870 adult readers only 27 missed the "lectures". Then the librarians prepared for this tried to recommend "intermediate" works - usually successfully. The removal of lectures did not cause the worsening of the library atmosphere and the good relations between librarians and readers.

However, the breakdown of the borrowed works by values changed significantly. Earlier lectures amounted to 12 per cent of the circulation. After the removal of these works the circulation of popular science books grew most efficiently: from 19 per cent to 26 per cent. From among literary works the share of "modern" literature grew to the greatest extent, however, also the circulation of the realistic works of the 19-20th centuries increased.

The removal of lectures was not followed by the dissatisfaction and complaints of the readers to a high degree. It may also account for this fact that the borrowing of valueless literature was rather scattered within the reading clientele. Before and after the experimental period, 62 per cent of the readers read books of this kind, naturally together with valuable works for the most part.

Finally we may conclude that the acquisition of valueless literature may be reduced - or even dismissed - without serious consequences, however, instead of them the number of valuable "intermediate" works must be increased. The readers' demands for reading lectures, often voiced compellingly by librarians, may be satisfied with more readable valuable works through sound recommendation.

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THE PROSPECTS OF LITERARY VALUES AMONG THE READERS OF LIGHT READING

Research coordinator:	KAMARÁS István
Beginning of research:	1972
End of research:	1974
Method:	experiment. To make the young library users who mostly read and favour works of low aesthetic value read experimental material of high aesthetic value.
Place of investigation:	20 public libraries
Scope of the investigated:	200 library users of the age between 15-30
Subject-matter:	What are the prospects of the different types of aesthetically valuable literature (romantic, classical realistic, contemporary realistic and modern novels) among those groups of people reading and favouring mostly light reading which vary according to reading attitudes and value systems.

Publications:

KAMARÁS István
Az irodalmi érték esélye lektürolvasóknál. (The prospect of literary values among the readers of light reading.) Bp. 1974. NPI-KMK. 91 p.

KAMARÁS István
Az irodalmi érték esélye lektürolvasóknál. Kilenc olvasóportré /Esettanulmányok/. (The prospect of literary values among the readers of light reading. Portraits of nine readers /Case studies/.) Bp. 1975. NPI. 114 p.

Purpose of the investigation

The Centre for Library Science and Methodology as well as the Research Group for Young People's Problems functioning within the Young Communists League investigated the incidence of different kinds of valuable literary works among the readers - mostly young people - who are at present interested only in the literature of little value. Our aim is to find books - as much as possible - by the help of which the youth is directed towards the valuable literature.

Methods of investigation

In 25 public libraries the librarians suggested about 500 literary works (further: experimental readings) to 150 readers being fond of light readings. We recorded the results in 1.000 cases. Before and during this we tried to collect data on the social position, mode of living, scale of values, readings, literary taste of the experimentees, investigating their attitude about literary works by the help of different questionnaires, social-psychological testing and psychological interviews in depth. The recommendation of the literary works and the recording of the readers' reactions were continued for 18 months in 1971-1972.

The experimental persons

We investigated the persons whose readings and literary taste were dominated by literary works of little value. 4/5ths of these readers - all of them library users - were younger than 30, 45 per cent of them completed 8 elementary grades (the others 12), 2/3 of them were unskilled, semi-skilled or skilled workers (others were technicians, clerks, industrial apprentices and secondary school students). Most of them relied on themselves only in achieving this position, but there are many young men living day to day among them. We can get to know their inner wo worth from their imaginary autobiographies projected to the year 2000. Their attitude about literature is of the "recreating-escaping" type; a minority belongs to a "particular-information-acquiring" type, that follows a more active strategy, and the third part belongs to a group that does mental work and is inter-

ested in the correlations. It can be called a "special-aesthetical" type. They are inclined mainly to accept the literary works of great value.

Experimental readings offered by the librarians

The composition of the experimental readings characterize the librarians at least as well as the investigated persons. The experimenters suggested most often the contemporary realistic literature of the Hemingway type as experimental books (in 44 per cent of cases), the other types of readings occured at a smaller rate; the contemporary realistic literature of minor value (of the Bates type) occured in 15 per cent; modern literature of the Bulgakov type in 11 per cent, the classical realistic literature (Tolstoi) in 9 per cent. (The remaining 21 per cent: different kinds of romantic literature, the "applied" literature on the border of fiction and non-fiction, biography, document and sci-fi.)

Acceptance of the experimental reading

The experimenters suggested that 86 per cent of the experimentees be readers of the contemporary literature of the Hemingway type; 51 per cent of the contemporary realistic literature of lesser value (Remarque type); 42 per cent of the contemporary literature of the Bulgakov type; 40 per cent of the classical realistic literature of the Tolstoi type.

Romantic books had the greatest succes among the readers, but this is natural since the literary taste characteristic of the readers of light readings was romanticism and light reading. 86 per cent of the readers liked the contemporary realistic literature of minor value (Remarque type), 78 per cent liked the classic realistic literature of the Tolstoi type, 77 per cent the realistic literature of the Hemingway type, 64 per cent the modern literature of the Bulgakov type.

24 per cent of the experimentees preferred the classical realistic, contemporary realistic and modern literature among the experimental readings, i.e. they accepted the valuable literature, while 13 per cent of the experimentees refused this kind of literature.

We experienced a rather close relation between the reading attitude and the reactions towards the experimental literature. This connection was strongest with the modern literature of the Bulgakov type /this literature was accepted mostly by the readers belonging to the aesthetic group and accepted least by the readers belonging to the recreating-escaping type/, but the connection was strong enough with the literature of the Tolstoi type as well (classical realistic literature). The most succesful literature was that of the Hemingway type; the readers belonging to the group "recreating-escaping" accepted it as well as the group of the "aesthetic" type.

The comprehension of the experimental readings

After analyzing several hundreds of cases, it seems, that great part of the readers of light reading would read Hemingway, if they had access to this works and to similar works. We cannot say the same about the literature of the Bulgakov type, still these works get to the readers more often than the librarians believe.

In many cases we did not find remarkable dissonance between the readers' attitude and behaviour, but we saw that according to the mantality of readers the acceptance and interpretation of the litarary works varies. Depending on the reader's attitude the variants of the interpretation form various groups: mostly separable is the attitude which aesthetically interprets the essentials of the writer's work, but the "recreating-escaping" and "particular-informative" attitudes are well confinable too. Understanding is analyzing with the latter rather than with the group of the "recreating-escaping" type but they are inclined to simplify the structure of multi-dimensions to that of one-dimension. That, in which the readers of light readings with aesthetical attitude differ from the readers belonging to the two other groups is not an analysis on the level of György Lukács, but a strive to solve an aesthetic message, to comprehend the special sphere that stands between the particular and the general.

The 3 levels of identification are easily separated in the case of the readers with the three attitudes: a/ naiv, sincere identification with the heroes (mostly the recreating-escaping type); b/ partial identification, combined with comparison and evaluation (first of all the particular-informative type) and c/ understanding, inter-

pretation, emotional insight in the characters, identification with their problems (mostly in the group with "aesthetic" attitude).

The readers of similar attitudes behave differently towards the same literary works; the reason for it can often be explained with personality factors, first of all, with the outlook (open or close mental structure).

The interpretation of modern literature was mostly missing among the readers of light reading. In many cases there was more understanding in the "aesthetical" group who rejected these works, than in the "recreating-escaping" group, who accepted them. In many cases the modern books do not give opportunity - because of their heroes, who are neither good, nor bad - for readers to identify themselves with the character and do not give interesting eno enough facts to be stored by the "particular-informative" group.

Certain books were refused with the following words: "boring", "vulgar", "upsetting", "unintelligible", "sentimental" and "unreal".

The quick reform of the readers of light reading is a mere illusion and the assumption of the gap between the readers of light readings and the true readers is a rough prejudice. During the experiment the information professionals found that the readers of light readings accepted the true literature in a larger number than expected. It means more possibilities but more responsibilities for the librarians; they have to know well and thoroughly the readers and the books. But without a revolutionary change in the mode of living these remain mere possibilities.

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Portraits of nine readers /Case studies/

The Centre for Library Science and Methodology, Budapest, conducted from 1971 to 1973 an investigation which was carried out within a socio-psychological-pedagogical experiment lasting two years, with the objective to study the prospects of valuable literary works among readers of light reading /i.e. readers who prefer, nowadays, first of all popular novels easy to understand

and of low aesthetical value/. The result of this experiment is published in a research report /István KAMARÁS: Prospects of literary works among the readers of light reading. Budapest. 1974. NPI./ This publication covers the portraits of nine readers in the form of case studies. The nine readers were selected according to the following aspects: 1. social condition; 2. reader's attitude; 3. reaction to the experimental reading pieces.

The documentation of the readers' portraits was as follows:

1. interview in-depth dealing with the experimental person's path of life, cultural attitude, reader's role;
2. socio-psychological tests;
3. documents in respect of reaction to experimental reading pieces.

The document-montage is concluded, without exception, by an interpretative comment of the leader in charge of the research. The nine case studies furnish models for the prospects of different types concerning valuable literature.

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CLASSES IN THE LIBRARY

Research coordinator:	KATSÁNYI Sándor
Date of investigation:	1972
End of research:	1974
Contributing institution:	Budapest Pedagogical Institute
Contributing researcher:	KÖNYVES-TÓTH Lilla /Mihály Fazekas Grammar School/
Method:	case studies /descriptions of classes/ and their analyses
Scope of the investigated:	40 teachers
Subject-matter:	Methodological problems raised by classes held in library environment /school and public libraries/, using library means

Publication:

Órák a könyvtárban. (Classes in the library.) (szerk. Katsányi Sándor, bev. Könyves-Tóth Lilla.) Bp. 1974. OSZK-KMK. 150 p.

Hungarian educational-political guiding principles highlight the independent acquisition of knowledge. The objective is that pupils should be fit to an original search of knowledge from texts, books, and by way of libraries and other information sources.

While speaking about the use of books, traditional didactics considers merely textbooks in the pupils' hands, today we already witness in the schools the spreading of books on a large scale. In the documents dealing with the reduction oc curricula, in the new guiding syllabus, and in the recent professional publications of didactics the ample possibilities, implied in the use of books and library, play an important role. However, these are till now only mosaics failing a proper recapitulation of experiences.

The present book takes the first step to remedy this deficiency. It publishes on the other hand the experiences of practising pedagogues, the course of their given classes and the description of their methodological problems; on the other hand, in its introductory study, the book does not only summarize Hungarian practice but analyses it thoroughly. The main point of the book is a description of 20 classes carried out in libraries upon the request of the Centre for Library Science and Methodology and the Budapest Pedagogical Institute. The description covers the activities held in the primary school and upper school, in the day-time home, in the secondary school and vocational secondary school, as well as in the evening classes, taken from the fields of reading, knowledge of surroundings, Hungarian literature, history, geography, physics, Russian language and literature, classes of form-masters. The scene of classes are the school libraries and the county or city public libraries. Descriptions do not only represent the different school types but, as a result of deliberate editing, it describes also the stages built on one another concerning the book and library use. Such an objective of the editing appears in the text connecting the descriptions too. The introductory study offers a comprehensive survey of that process, starting from turning over tha pages of the first reference book up to the creative use of books and libraries. The bibliography closing the volume surveys the full Hungarian literature on the subject.

The volume could serve as a manual to all pedagogues and cooperating school and public librarians.

PEDAGOGUES AS SPECIAL ADVISERS

Research coordinator:	KATSÁNYI Sándor
Date of investigation:	1972/73
End of research:	1974
Scope of investigation:	three municipal libraries
Method:	experiment
Subject-matter:	experimentatively, pedagogues were employed part-time in three municipal libraries to do reference service and to help 14–18 years old students spontaneously applying for assistance to solve problems related to their studies. Regular reference service was thus extended with a pedagogical factor.

Publication :

KATSÁNYI Sándor
Pedagógusok mint szaktájékoztatók. (Pedagogues as special advisers.) Bp. 1974. OSZK-KMK. 30 p.

YOUNG WORKERS' COMPREHENSION OF KERTÉSZ ÁKOS' NOVEL MAKRA

Research coordinator:	KAMARÁS István
Date of investigation:	1973
End of research:	1975
Contributing researchers:	KISS Endre Eötvös Lóránd University of Budapest SOMORJAI Ildikó Eötvös Lóránd University of Budapest
Method:	interviews with questionnaires, testing before, during, and after reading
Scope of the investigated:	63 young skilled workers, 27 skilled workers who practise fine arts as well, 23 artists
Subject-matter:	The reception and interpretation of a novel /about the tragic fate of a worker altering his way of life but failing to live the new mode of living/ by young workers similar to the early self of the protagonist, by young workers who practise fine arts /painting, drawing, designing/, and by famous artists. A study of the change in the readers' attitudes.

Publication :

KAMARÁS István - KISS Endre - SOMORJAI Ildikó
A Makra és 116 olvasója. /The novel Makra and its 116 readers./ Budapest, OSZK-KMK.

1. The novel

Ákos Kertész's novel entitled "Makra" belongs to those stirring literary works of the last decade that deal with workers. The protagonist is a sociologically represented class-conscious worker. He wants no more than to live a normal life. His artistic disposition and the nonconformist, oppositionist Marxist girl force him to choose of alternatives. The novel presents Makra's struggle and tragedy: because of his solidarity with the workers' world and the harmonious petty bourgeois home he cannot decide to choose himself. The indirect criticism of society in the novel is that the ways of life of the artist and the worker have drifted apart so far that aiming at completeness, it is impossible to synthetize these poles in one life, even in principle. In the novel, from the worlds of actual reality and ideal norms the world of potential reality is not created, however, the conviction that one must assume responsibility for oneself is proved with an overwhelming force. The novel, representing different characters, models of different ways of life, without a harmonious solution of the conflict, seems suitable to be used as a psychological-sociological test, not only to measure the readers' tastes but also their scales of values.

2. The 116 readers

Our preliminary methodological study contains not only theoretical-methodological premises but is based on the results of a preliminary investigation too. This investigation was the following: 63 young skilled workers, 23 famous artists and 27 young skilled workers - the latter, in addition to their manual work, deal with the fine arts too - were asked to read the novel.

3. The questions

The preliminary investigation sought answer to the following questions: 1/ Do they consider Ákos Kertész's novel good reading, a valuable work, and if so, why? 2/ How were their judgement and personal experiences formed? 3/ How do they interpret it? 4/ Do they accept it as their novel? 5/ How do they react to the models of the ways of living in the novel? May the novel modify their opinions about problems raised by the

novel, and if so, in which direction?

4. The methods

In addition to the traditional methods of proved value also new ones were tried: 1/ in order to study the formation of the personal experience and the modification of the reader's attitudes the reading of the novel was broken five times and the readers were asked to describe how they imagined the continuation in some sentences. 2/ In order to study interpretation, the readers were asked to select the most characteristic of they keywords relating to the plot of the work, its historical background, style and message. 3/ Before and after reading the novel the readers were asked to rate five views of life characteristic of the views of life of the five characters of the novel in order to measure possible changes in attitudes. 4/ In order to determine sympathy and antipathy to the characters of the novel, the readers were asked to select the characters of the novel for different roles in everyday life. 5/ Questions of the type "What could have happened...?" were used to examine the acceptance, interpretation of the novel and the process of the formation of the personal experience.

5. The results

On the basis of the results of the preliminary investigation it was established that our methods - with more or less modifications - could be well used in similar investigations.

It was established that the novel was read surprisingly widely in a short time - especially among workers - and has left far less readers unaffected than contemporary literature in general. Since the overwhelming majority of the readers /four fifths of the workers/ who liked the work went along with its message, we may suppose that the writer's message connected with the workers' present life may have contributed considerably to the success of the work. It affected mostly the worker-artists with a double status who, because of their life undergoing a change - similarly to the protagonist - were more "interested" in reading the work than the workers or the artists.

Contrary to the expectations, the novel lacking a story

with a single thread was comprehended by a great part of those unaccustomed to works of this kind, however, they tried to read it as a conventional continuous novel. Their particularly selecting "receptors" did not receive the forecasts of the writer, they changed the multidimensional time in the forest into simple, advancing time. With the progress of the novel, the tension between the writer's and the readers' ideas slackens in the majority of cases, but there is not a single case in which it dissolves into complete harmony. The readers who go along with the writer do not abandon their reader's independence and prejudices but in several cases they have a good chance to have a cathartic experience.

The writer's "polyphonic" message /philosophical, psychological and sociological/ had a part to which nearly every worker reacted. In the three groups the psychological type of the interpretations was the most frequent, those of the workers were much more simplified and platitudinous than those of the worker-artists in whose interpretations the conflict between the two different social statuses of their roles /the talented worker and the nonconformist artist/ played a prominent part.

It has been proved characteristic of these workers between 20 and 30 that their ideals closely followed their parents' system of ideals. Thus the effect of the novel was exactly the reinforcement of their petty bourgeois-harmonizing scales of values in many cases. In case of a minority of the workers less but significant "slackening" of opinions /and even the alteration of opinions/ was discovered. The challenging, dynamic values of the novel in many cases became attached to the rather static values of the snug family home, the busy worker's life, temperateness and cautiousness.

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THE STRUCTURE OF THE LITERARY READING MATTER OF PUBLIC LIBRARY USERS

Research coordinator:	KAMARÁS István
Contributing researcher:	BALOGH Zoltán
Date of surveying:	1973
Method:	Sociological investigation with questionnaires, with the analysis of the frequency of reading 150 literary works
Scope of the investigated:	1,800 persons, representing public library users
Place:	200 libraries in 9 counties
Subject-matter:	The sturcture of literary reading matter and the experience of reading, the frequency of reading certain literary works, their popularity, controversiality, the structure of the reading of individual types of reading matter.

Publication:

BALOGH Zoltán - KAMARÁS István: A könyvtárhasználók irodalmi élményeinek szerkezete. /The structure of the literary experiences of library users./ = Könyvtári Figyelő, 1977.

In 1973, using new mathematical-statistical methods, the Centre for Library Science and Methodology examined the construction of reading material and the interpretations of public library users, on the basis of the attraction to and the reading frequency of 212 novels. The authors set out to give a brief historical analysis of the separation of the producers and consumers of art, then they analyze the construction of art itself, the alienation between value and entertainment. They reflect upon the effect of the romantic anticapitalistic views, felt to this day, which were to bridge this gap. They comment on the contradiction between the substantially new socialist culture and the new literary taste.

Further, the authors enlarge upon methodological problems related to epistemology and the technique of measuring /factors influencing the selection of reading material, the meaning of "I like it"; how the critical approach in judging something by "likes" and "dislikes" is attached to specific layers of society/. In the course of this they introduce the new measuring tools used in examining the attraction to and the debatedness of reading materials, the readers' activity, and the connection between experiences.

They present some partial findings based on examinations in connection with five novels of different values, world view, and ending /Tolstoi, Anna Karenina; Dostoevski, Crime and Punishment; Mitchell, Gone with the Wind; Golding, The Lord of the Flies; Berkesi, Mermaid on the Seal-ring/. The examinations involved the reading frequency of these novels, their attraction and rejection, the reading attitude of those favouring them, and the linkage points of the different interpretations. They clear up several illusions with regard to the role of these novels and to the possibility of changing the reader's taste.

THE CIRCULATION OF SOCIAL SCIENCE LITERATURE IN PUBLIC LIBRARIES

Research coordinator:	KATSÁNYI Sándor
Date of investigation:	1968 and 1973
End of research:	1975
Method:	Observation of borrowers of social science literature; recording of their data; statistical analysis
Scope of the investigated:	10,000 persons from 29 libraries, 16,000 loans
Subject-matter:	To what extent do the different social strata take advantage of the various types of social science literature? What changes of this area can be demonstrated during a 5-year period?

Publications:

KATSÁNYI Sándor
A társadalomtudományi irodalom forgalma a közművelődési könyvtárakban. /The circulation of social science literature in public libraries./ Budapest, 1975. National Széchényi Library Centre for Library Science and Methodology. 58. p.

In 1973, the Centre for Library Science and Methodology made a representative survey of the circulation and readers of social science works in the Hungarian public libraries /council and trade union libraries/. In addition to works on social science in the strictest sense, the survey was extended to works on philosophy, psychology, religion /atheism/ and history, too. The investigation was based on the analysis of 16 thousand books borrowed by nearly 10 thousand readers. The results were comparable with those of an investigation of a similar subject made by the Ministry of Culture five years earlier. The main findings of the investigation are the following:

- The circulation of social science works in Hungarian public libraries grows more dynamically than the general circulation of books in libraries. Between 1968-1973, the total amount of works borrowed in public libraries increased by 4 per cent, in the case of social science works this increase was 16 per cent. /It amounted to 5.8 per cent of the whole circulation and 21 per cent of the circulation of technical books/.

- The circulation of the individual groups of social science changed inversely. The increase in demand for sociology and psychology was the highest; the circulation of special books necessary for the theoretical study of social issues grew above the average. /The circulation of philosophical, psychological and economic works and the classics of Marxism-Leninism within social sciences rose from 24 per cent to 29 per cent./ The intensity of interest in history is unchanged: it amounts to 25 per cent of the group of the stocks under examination. The share of light reading on social subjects in the circulation of libraries has decreased relatively.

- The individual social strata demand social science literature in different degrees. Research workers measured the activity of the readers with relative numbers. This number shows that out of 100 registered readers how many persons borrowed social science books from the library at the time of the survey. Greatest interest in social sciences was shown by university and college students /29/, the intelligentsia and full-time leading functionaries /28/, In the order of succession they are followed by employees /21/, secondary-school students

/16/, industrial workers /12/ and vocational school students /12/. Least interest was shown by pensioners and family members /10/.

- From among the factors influencing the reading of social sciences, the readers' educational level was the strongest. The educational level influenced not only the number of books borrowed, but also the character and type of readings. E. g. the share of theoretical literature in the circulation of the whole social science literature was 29 per cent in 1973, but only 12 per cent by those with less than 8 grades, 21 per cent by those who had completed their primary studies /8 grades/, 36 per cent by those with secondary education and 39 per cent by those with university and college education.

- The development of borrowing is influenced by age, too. The demand for social science works is at its peak in the age-group between 19 and 23, but general interest in social science works is at its apogee later, between 25 and 29. The youngest and the oldest age-groups get in touch with social issues through history.

- Afterhours study influences the number and qualitative composition of the borrowed works no less than the educational level already reached.

- The investigation analyzed also the role played by the individual library networks in the transmission of literature, too. It was found that the social demand for the function of public libraries to transmit social science knowledge is increasing, libraries are making successful efforts to meet this demand by raising the level of the service rendered by libraries.

- The major methodological conclusions of the investigation are the following:

- For each of the social strata, literature of different kinds transmits social knowledge most efficiently. Therefore, data on the individual libraries and library networks cannot be evaluated in general terms, they are to be analyzed together with the social stratification of readers attending the library in question.

- The increase or decrease in data on lending an individual group of stock may mean the movement of works of different character in different directions, and this

movement may be as characteristic as the index-number of all the loans.

- In the analysis of the circulation of special literature a value-oriented approach is also needed in addition to thematic examination. Similarly to advances, initiatives in the field of fiction, such reading matter must be sought which would lead the individual strata of readers from their present level of demands to the level of higher values.

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CULTURE - HISTORICAL READING MATERIAL

Research coordinator:	KATSÁNYI Sándor
Date of investigation:	1973/74
End of research:	1977
Contributing institutes:	Institute for Adult Education
Contributing researchers:	SZABOLCS Ottó SZELÉNYI Péter National Pedagogical Institute
Method:	interviews, in-depth questionnaire interviews, tests measuring the level of knowledge
Scope of the investigated:	400 vocational school students, 400 skilled workwers, 100 grammar school students, 200 young grammar school graduates, 100 aged workers
Subject:	Which are the sources of the historical knowledge of the examined stratum /home, school, mass media etc./? What role does reading play among the various sources? What knowledge do they have about history? How does the level of their knowledge relate to the quantitty and nature of their reading material and their reading attitudes? What connection can be shown between attraction to special types of reading material and the knowledge of historical facts, historical concepts and

thinking?
Conclusion: How could teaching history and adult education incerporate the spontaneous reading of students into their methods?

Publications:

KATSÁNYI Sándor: Historical culture - historical reading material. In: Reading research in the socialist countries. Budapest 1975. National Széchényi Library. 135-142. p.

KATSÁNYI Sándor: Istoricheskaya kultura i chtenia istoricheskoi literatury. = Issledovanie chteniya v socialisticheskih stranah. Budapest, 1975. 137-145. p.

KATSÁNYI Sándor
Mládež a historicka próza. In: Pedagogická práca s náučnou literaturou medzi detmi v knižniciach. Bratislava, 1976. Vydavatelstvo Obzor. 120-125. p.

Based on a 1973/74 empirical survey, the research examined the relationship between historical knowledge and the historical readings of vocational school students and young skilled workers.

The difference between the historical knowledge of vocational school students and grammar school students of the same age is greater than the systematized requirements of the two school types would justify. If historical knowledge is divided into three levels of special abstraction, i. e. factual knowledge, conceptual knowledge, recognition of laws, relationships, the following conclusions can be drawn: the difference between vocational school and grammar school students, being slight in the sphere of factual knowledge, increases with the higher spheres of abstraction. Moreover, during the 4-5 post-vocational school years only the scope of factual knowledge extends, but the level of the elements of historical culture demanding higher abstraction stagnates or falls. One cannot, however, consider this tendency to be unchangeable, since reading exerts its influence despite this tendency.

The historical readings of vocational school students outline a relatively unified picture: after graduation vocational school students as readers grow more diverse. Some read less than during school years, some remain active readers. The composition of their reading material becomes more differentiated as well. This differentiation is the result of the interaction between various factors. The qualification of the vocation /and its place in the hierarchy of jobs/ is a factor of secondary importance during vocational school years but becomes decisive for young skilled workers.

If we compare the number of books read by the examined stratum and by grammar school students and graduates of the same age, we find that not only the number of books read by them is lower but also the composition of their reading material is disadvantageous. Despite their age, works transmitting little information /like juvenile stories/ dominate their readings and overshadow the works with rich and complex message, i. e. realistic literature and informative works, even though this phenomenon is contrary to the fact that in the findings of the analysis on the motives of reading the demand for increased factual knowledge about history was much more emphatic among the studied strata of workers than among

any other stratum with principally aesthetical expectation /beside the demand for recreation is present in every stratum/. The reasons for the contradiction between the claim for increased knowledge and the actual reading material are numerous. Most remarkable is the reason that in the case of young workers conclusive reading experiences get fixed too early, almost in childhood, thus their reading personality loses its dynamic openness. This stratum is probably devoid of strong cultural impacts causing the personality to transgress childhood reading experiences in due time and in due direction, i. e. towards valuable literature containing ample information. This phenomenon admonishes us of an unacquitted social debt. The more so, since our investigation has manifested the lowest correlation between juvenile literature and the special elements of historical knowledge /the correlation ranged from 0.10 to 0.18/, while reading romantic literature showed a correlation of 0.13-0.29, and reading realistic works evidenced a correlation of 0.18-0.31. Reading informative literature displays the closest connection with historical knowledge, between 0.19 and 0.36. It is a peculiar phenomenon that both informative literature and fiction relate much more to the higher level of historical thinking, i. e. to the skill of recognizing laws, than to the abundance of factual knowledge. Since the studied stratum is at a disadvantage in abstract historical thinking, and since this disadvantage is the more enhanced in post-graduate years, adult education is faced with the tactical and strategical problem of forming reading customs suitable for reducing this disadvantage.

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AN INTERNATIONAL COMPARATIVE STUDY OF THE COMPREHENSION OF CONTEMPORARY SHORT STORIES

Research coordinator: KAMARÁS István
Date of investigation: 1974
End of research: 1977
Contributing institutions: Lenin Library of Moscow
National Library of Warsaw
Cirill and Method Library of Sofia
Contributing researcher: FOGARASSY Miklós
Method: questionnaire
Place of investigation: public and school libraries in Budapest, Moscow, Sofia and Warsaw
Scope of the investigated: In Hungary: older and young male and female skilled workers, 17-year-old grammar-school student, manual workers in agriculture, librarians. In Bulgaria, Poland and the Soviet Union: older male and female skilled workers, 16-year-old students. In Bulgaria and Poland: librarians. All of them users of libraries. The workers and students were represented by samples of 100-100 persons respectively; all the other groups consisted of 50 persons.

Subject-matter: The study of the reception, evaluation, interpretation and influence of two contemporary Hungarian short stories with an indirect message, presenting the possibility of several different interpretations (Örkény I. How Long Does a Tree Live? and Sánta F. Nazis).

Publications:

FOGARASSY Miklós - KAMARÁS István
Egy nemzetközi olvasásszociológiai befogadásvizsgálat módszertani tanulságai. (Methodological Conclusions of an International Reading-sociological Investigation of Comprehension). = Könyvtári Figyelő. 1975. 5.sz. 492-507. l. és 6.sz. 600-610. l.

FOGARASSY Miklós - KAMARÁS István

Receiving of a contemporary Hungarian short story. = Reading research in the socialist countries. Bp. 1975. OSZK-KMK. 186-193. p.

READING CAMP

Date of experiment:	1976
Contributing institution:	County Library of Veszprém
Conductor of experiment:	István KAMARÁS
Contributing researchers:	Judit HAVAS (Central Public Library of Budapest)
	Katalin HAVAS
	Ildikó SOMORJAI (Sociological Department of Eötvös University of Budapest)
Method:	experiment
Experimental persons:	32 industrial apprentices, aged 15-16
Subject-matter:	The researchers, living together with the socially and psychologically handicapped young people, confronted them with values, questions and artistic works unusual to them within the two-week experiment.

Publication: HAVAS Judit - HAVAS Katalin - KAMARÁS István - SOMORJAI Ildikó
Olvasótábor Bakonyoszlopon. (Reading camp in Bakonyoszlop.) Veszprém, 1977. Veszprém Megyei Könyvtár - OSZK-KMK. 231 p.

Reading camps for socially handicapped 10-18-year-old children is one of the most impressive and effective ideas of the movement entitled "For a reading nation" initiated by the distinguished Hungarian writer József Darvas. The original kernel of writers, later joined by artists, adult educators, librarians and sociologists, live, play and argue with the children with the distinct aim of guiding them towards the love of reading. In summer 1976 the Veszprém County Library - with assistance from the co-workers of the Reading Research Department of the Centre for Library Science and Methodology - organized a reading camp for 15-16-year-old industrial apprentices coming from villages. The sociologists and librarians who planned the reading camp (and undertook the task of running it) kept two facts in view: 1/ reading is interpretation; 2/ the children in the camp have some attraction to, but do not utilize culture, education, reading. While in the traditional reading camps writers conducted the discussions in groups of 8 to 10 children on the problems raised in or by the readings, in this "irregular" reading camp reading researchers and young people discussed problems of general interest (e.g. happiness, love, the conditions of success, aims of life, future, work, power, religion, playing, freedom, etc.). A sociological or social-psychological test introduced the discussions in the form of a game. It was then used as a stepstone to confront various attitudes and opinions about the question, to start a debate. In one or one and a half hour the discussions arrived at some conclusions as well as at some unresolved problems. At this point of standstill a work of art (mostly of literature) was introduced, thus confirming its significant social function. Other methods were also used by those planning and organizing this reading camp, wich performed the role of a social-psychological and pedagogical experiment as well. Some of the personal problems, obsessions, hypotheses of the camp leaders acted as topics of meditations, e.g. What is the significance of religion in socialism?, Why is the wording of popular tunes catching?, Why is the painting "Shoes" by Van Gogh beautiful?, How much can one think about in a minute?, Is architecture an art?, How does chastity relate to being in love, and being in love to love itself? The evening forums were attended by noted artists and scientists who were also interesting, attractive personalities.

They answered questions raised during the day, or led their partners to undiscovered areas. The processing of 500 pages written and 50 hours recorded documents was possible after the two-week live (non-laboratory) experiment. The co-workers of the County Library gave written answers to several hundreds of the 500 questions raised during the two weeks, thus evidencing the social improtance of this institution.